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DEPARTMENT OF THE INTERIOR
BUREAU OF EDUCATION

BULLETIN, 1916, NO. 39

NEGRO EDUCATION
A STUDY OF THE PRIVATE AND HIGHER SCHOOLS FOR
COLORED PEOPLE IN THE UNITED STATES

PREPARED IN COOPERATION WITH THE PHELPS-STOKES FUND
UNDER THE DIRECTION OF THOMAS JESSE JONES,
SPECIALIST IN THE EDUCATION OF RACIAL
GROUPS, BUREAU OF EDUCATION

IN TWO VOLUMES
VOLUME II



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1917

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LETTER OF TRANSMITTAL.

DEPARTMENT OF THE INTERIOR,
BUREAU OF EDUCATION,

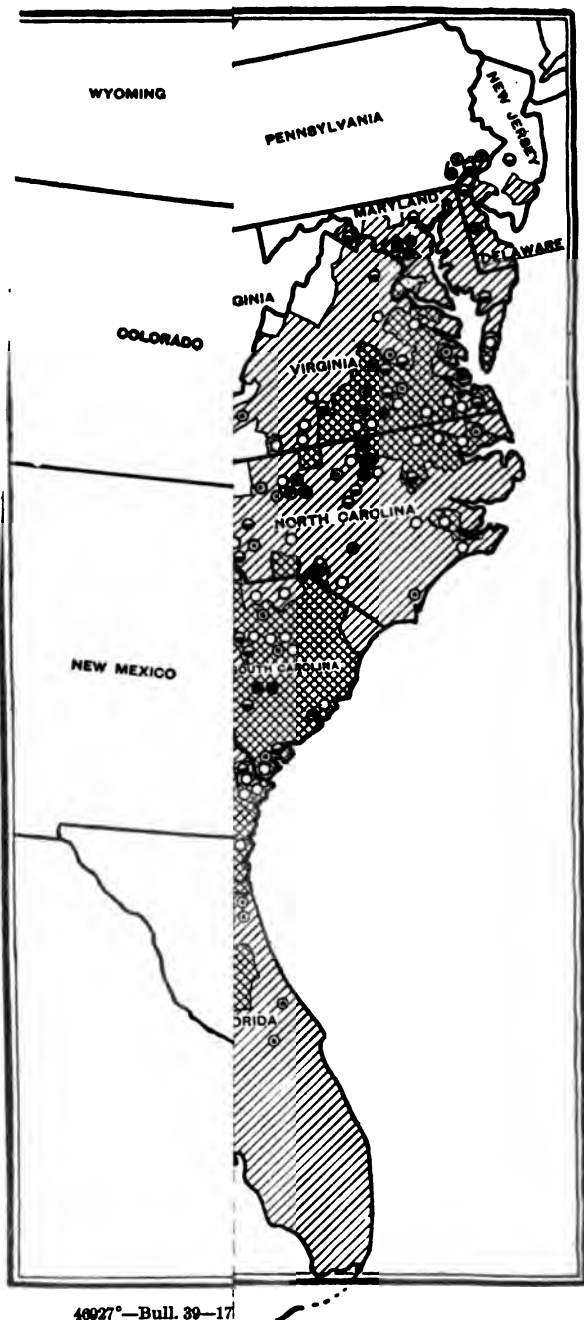
Washington, D. C., September 20, 1916.

SIR: The material in Volume II of the Report on Negro Education, transmitted herewith, is arranged according to the geographical distribution of the private and higher schools for colored people. The facts in this volume have been obtained through personal visits to the institutions described, from the reports of the State departments of education, and from the United States census. Throughout the study the Bureau of Education has received the hearty cooperation of State superintendents and local school officers. The trustees of private institutions, their administrative officers and teachers, have also rendered every possible aid to the representatives of the bureau. I recommend the publication of this section of the report as a bulletin of the Bureau of Education.

Respectfully submitted,

P. P. CLAXTON,
Commissioner.

The SECRETARY OF THE INTERIOR.



NEGRO EDUCATION.

I. METHODS AND SCOPE OF THE STUDY.

THE NEED.

Thoughtful people of the South and of the North, white and colored, have long been puzzled as to the merits and demerits of the many appeals for money and sympathy in behalf of all sorts and conditions of institutions for the improvement of Negroes. Letters from Southern State superintendents of education and urgent requests for knowledge from chambers of commerce in Northern cities emphasize the need of a complete survey of the whole field. Over \$3,000,000 is expended annually for colored schools by denominational and private educational boards and by individuals whose knowledge of educational conditions is necessarily limited. The accumulation of gifts represents a total valuation of \$28,496,946 in plant and endowment.

The schools receiving aid range all the way from institutions of the highest efficiency to those whose work is of no value or whose so-called presidents or founders deliberately play upon philanthropy for their own personal gain. Among the good schools are some that have achieved international fame for pioneer service in democratizing education. Others—and these comprise a majority of the institutions—are following the traditional school curriculum with too exclusive emphasis upon bookish studies. There are a number of schools whose educational results do not merit the cost, failure being due usually to poor management, inadequate support, or unfortunate location.

While actual frauds among Negro schools are few in number, they are very active in their appeals to the public. About 1907 a Negro left Brunswick, Ga., to raise money to found a "Naval and Industrial School for Colored Youth." For seven years he collected money throughout the Northern States, obtaining letters of introduction from prominent men, until he was convicted in 1915 of "larceny by false pretenses." A still more flagrant case is that of the "founder and president" of the so-called Latta University, in Raleigh, N. C. At one time Latta began the construction of a crude frame school building, which was never completed, and it appears that he employed one teacher and had a few pupils. In 1903, long after all school work had been abandoned, Latta published a 400 page book in which he declared of his school: "It is one of the largest schools of the South in every respect, having facilities to accommodate more than 400 students. We have 23 buildings on the campus." Another ingenious "principal and founder" who had been soliciting money for an alleged school and had received large sums from a philanthropic Northern woman by claiming he had the endorsement of two prominent Southern women, when forced to make good his claim as to these women concocted the story that they had gone down with the *Titanic*. The shrewd character of these solicitors is shown in the selection of names for their so-called institutions. Most of them realize the interest of white donors in rural and industrial education and accordingly make large use of these terms. Some of them, knowing the strength

of the religious appeal, seize upon titles containing such words as "Bible school" and "religious training." Others depend on the well-known powers of such titles as "temperance," "orphanage," or "rescue home." Usually a combination of these terms is used, in order to secure as wide a circle of appeal as possible. To create an impression among the colored people, liberal use is made of such high-sounding terms as "college" and "university."

THE SCOPE.

The scope of the study was determined by the extent of private aid contributed for the education of colored people and by the important position which the private schools hold in the development of a people peculiarly situated in the social and economic life of the Nation. While the original purpose of the study was the evaluation of the private schools, it was decided to include the comparatively few public institutions offering courses above the elementary grades. The investigation comprehends within its scope the following groups, largely composed of the same schools:

1. All private schools for colored people, whether elementary or higher.
2. All schools above the elementary grades, whether public or private.

The number of schools described is 747, of which 625 are private schools, 28 State institutions, 67¹ public high schools, and 27 county training schools. Of the 83,679 pupils attending the private schools, 70,564 are elementary, 11,527 secondary, and 1,588 collegiate. In the public institutions there are 12,662 secondary pupils and 1,053 of college grade. There are also 43 special institutions, such as hospitals, orphanages, and reformatories, with some educational facilities. The public-school system has been studied only as a background for the private and higher institutions. The principal facts reported concerning public schools are the teachers' salaries and the population of elementary-school age. While the institutions studied differ widely in the quality of work and in their emphasis on industrial and agricultural training, the very large majority are schools of elementary and secondary grade. The colored schools are not separable into distinct groups such as colleges, industrial schools, secondary and elementary schools, since each school does several kinds of work. The industrial schools always have academic departments, while the colleges devote a large part of their energy to elementary and secondary courses. It is apparent, therefore, that a quantitative evaluation of these schools required a study of all the schools as one group.

CONSTRUCTIVE PURPOSE.

Throughout the investigation the purpose has been constructive. Effort has been made to determine the real educational needs of the people and the extent to which the school work has been adapted to these needs. This has required a study of the educational objectives of the school as indicated by the course of study, the training of the teachers, the vocational choice of the pupils, the condition of the school plant, the attitude of the white and colored people of the community toward the school, and the work of the former students. Serious attention has been given to administrative methods, including such elements as bookkeeping and records, supervision of teachers and pupils, cleanliness and care of buildings and grounds, and economy in building operations. The financial resources and the effectiveness of the trustee boards have been carefully considered. The possibilities of cooperation between individual schools

¹ Includes three city normal schools.

and groups of schools have been constantly in mind. In determining the status of individual schools in all the phases enumerated, the study has not been indifferent either to the serious financial limitations of the schools or to the wide divergencies in the ideals of those interested in the education of colored people.

An interesting evidence of the constructive purpose of this study has been the changes which a number of the schools have already made as a result of the observations and suggestions of the agents. Some schools have installed good systems of records and cost accounting. Others are simplifying their course of study to suit their income and the needs of their pupils. Plans have been adopted by a number of schools to emphasize cleanliness and order in the dormitories with a view to increasing the pupils' appreciation of these qualities in their home life. Scientific gardening is being introduced into some schools of secondary and collegiate grade in an attempt to give first-hand knowledge of soil culture as an important element in the progress of the rural majorities of the colored people. Many institutions have for the first time understood the importance of well-considered plans for the buildings and grounds.

COOPERATION OF SCHOOL BOARDS AND OFFICERS.

Probably the most pleasing and satisfactory feature of the study has been the cooperation of all the agencies and officers concerned in the schools. From the State superintendents of education to the teachers in the one-room schools, school officers have rendered to the survey every possible aid. The denominational boards have been especially helpful in arranging for the study of the schools under their control. The Slater and Jeanes Funds and the General Education Board have cooperated through valuable counsel and frequent assistance on the part of their agents. Those in charge of the study are especially indebted to the officers of the schools visited. In the long and tedious process of questioning several hundred of these school officers the agents have been received with remarkable cordiality.

DATE OF INFORMATION.

The study of such a large group of widely scattered institutions has necessarily required considerable time both for field work and compilation of the data collected. Through constant work it was possible to complete the field study in the school years 1913-14 and 1914-15. The preparation of the report, together with some constructive work and much careful verification, required somewhat more than a year.

Opportunity was given to practically every institution of any importance to verify the report of its work. Where extensive improvements had been made, the institution was visited again or a footnote was added to indicate the changes reported. It may therefore be said that while the dates of visit are chiefly between 1913 and 1915, the facts are largely as of 1915-16.

The important consideration in determining the value of these school reports is, however, not the date of the detailed statistics, but the accuracy with which the permanent policies of the institutions are indicated. The attendance, number of teachers, and financial resources may change from year to year, but the general policies, such as adaptation to educational needs, administrative methods, and cooperation with other agencies, change slowly. The real value of the report is in its statement of school conditions that have considerable permanency.

FIELD WORK.

The outstanding element in the method of study has been the personal observation of each school. Every institution of any importance was visited by one or more agents. The larger schools were studied by three or four persons. These persons visited the schools at different seasons of the year, so as to note the variations both in the attendance and in the work. Furthermore, each agent not only observed the general conditions of the institution, but also gave special attention to the phases in which he had received special training.

Under this plan three agents devoted two years to field work and one other spent over a year in similar study. In addition there were six specialists who made tours of inspection through the typical institutions. The four regular agents were selected for their acquaintance with conditions in the south. Through association and education, they had acquired an appreciation of the needs and hopes of the colored people as well as the attitude of the South and the North. Their investigations were made with a sympathetic knowledge of the peoples and conditions involved. The six specialists were men and women who were experts in different lines of educational endeavor. The phases of education studied by them were agriculture, manual training, household arts, school accounts, buildings, and grounds. Each of these persons spent several weeks in the investigation of 40 or 50 typical institutions.

The first step in the investigation was the filling of record cards for pupils and teachers and a general questionnaire for the school. The student's card and the teacher's card are reproduced in the Appendix (pages 703 and 704). The students' cards were filled by the pupils above the sixth grade. The pupils were assembled so that they could write the answers under the personal direction of the agent and thus insure uniformity in the reports. The more important facts called for are the attendance by sex and age, the program of study and work, and the geographical distribution of the pupils. The accuracy and simplicity of this card system have made it of great value in determining the status of the school. The important facts reported by the teachers on the cards included education, experience, and program of work. The comparison of the pupils' and teachers' cards frequently furnished interesting views of the policies and management of the institution.

The questionnaire passed through a series of changes, mostly in the direction of brevity. The chief topics on which information was obtained were ownership and trustees, teachers and attendance, organization, financial management, plant, and community. The questionnaire was filled by one or more of the investigators. In the small schools all the facts were obtained in one visit. In the larger institutions more than one visit was necessary. In a number of institutions with perplexing problems special provisions were made for a comprehensive study of the difficulties. In some instances representative persons were asked to cooperate in determining the merits or demerits of the school. In other instances experiments were tried in order to ascertain the possibilities of improvement. It is unfortunate that it was not possible to obtain satisfactory information as to the length of school term in private schools.

REPORT ON THE INDIVIDUAL SCHOOL.

A knowledge of the school community is essential to the true evaluation of the work of any institution. For this reason the arrangement of the reports on individual schools is geographical. Every school of any importance is discussed as a part of its county or city. The cities appear under their respective counties, and the counties, arranged alphabetically under their State, are described as regards the number of white and colored people, the proportion rural, and the public-school facilities. Each chapter begins with a summary of the State facilities and includes a brief statement of the important facts concerning the economic position, health, and educational progress of the colored people. A slight departure from the geographical order is made in the case of small and unimportant schools and special institutions; these are placed at the end of each State chapter.

For the purpose of this study it was found that the best available measure of public-school facilities was the relation between teachers' salaries, as given by the State superintendents, and the population 6 to 14 years of age, as reported by the United States census. Salaries were selected as one measure of the school facilities for several reasons. They are the most accurately reported of all the school facts. They constitute the major part of all expenditures, especially of those for colored public schools. They vary much less as a result of local conditions than such expenses as the cost of building material and the maintenance of plant. The United States census enumeration of children was chosen because of the uniformity of the national count as against the irregularities of local school enumerations. The 6 to 14 year age group was used in order to obtain a figure comparable with public-school attendance. The average or per capita figures shown, both on the maps and in the text, are obtained by dividing the amount of the salaries by the number of children between the ages of 6 and 14 years. The figures on these maps make possible a comparison of the per capita for white and colored children in each county. The shading makes possible a comparison of per capita expenditures with the proportion of Negroes in the total population. These maps are presented for every State maintaining separate schools except West Virginia and Missouri. In these two States the proportion of Negroes is negligible and figures for teachers' salaries could not be obtained by race. In Arkansas, Tennessee, and Mississippi, teachers' salaries are not published by race. They were obtained as far as possible by correspondence through the State departments of education. A second series of maps shows the location of the important private schools. The symbols for the schools indicate the annual income and the county shading shows the proportion of Negroes in the total population.

OUTLINE.

However valuable may be the general summaries, tables, and maps in this report, the first-hand vital information obtained through the study is in the 791 reports on individual schools and institutions. While these reports are necessarily brief, the constant effort has been to have them accurate, comprehensive and constructive. The following outline indicates the main points on which information has been given wherever possible:

1. *Characterization of the school.*—Grades taught; emphasis on literary, industrial, or rural education; neighborhood work; attitude of the community; and effectiveness of administration.

2. *Ownership and control*.—Date of founding; composition of trustee board; control and supervision.

3. *Attendance*.—A count of the pupils on the day the school was visited, grouped according to grades and sex. Since the count at the time of visit may not indicate the full strength of the school, the reported enrollment for the year is also given. The accuracy of enrollment varies according to the care with which the schools keep records of their pupils.

4. *Teachers and workers*.—Number, color, sex, division of work, training and efficiency.

5. *Organization*.—School division; subjects taught; entrance requirements; educational emphasis; supervision of pupils and teachers. As far as possible the curriculum was indicated in units of subjects taught, since these were reported on the students' cards. A unit is understood to represent five periods a week during the school year. In curriculums complicated by many electives it was thought best to indicate the number of students electing each subject rather than the number of units in the course.

6. *Financial*.—Accounting system; income and expenditures for educational purposes; indebtedness; value of property and endowment. In summarizing the income and expenditures of each school, it was necessary to eliminate all "noneducational receipts." These receipts include those from boarding and other productive departments, as well as funds received for special purposes, such as buildings and endowment. The exclusion of the noneducational receipts makes possible a comparison of the educational income of the schools reported.

In order to make the expenditures in each school comparable with the income, the noneducational receipts have also been deducted from the total expenditures. If the productive departments have been operated at a profit, this process not only deducts the cost of maintaining the noneducational departments, but also its profit. On the contrary, if there has been a loss on the departments, the subtraction of the receipts leaves the losses in the expenditures.

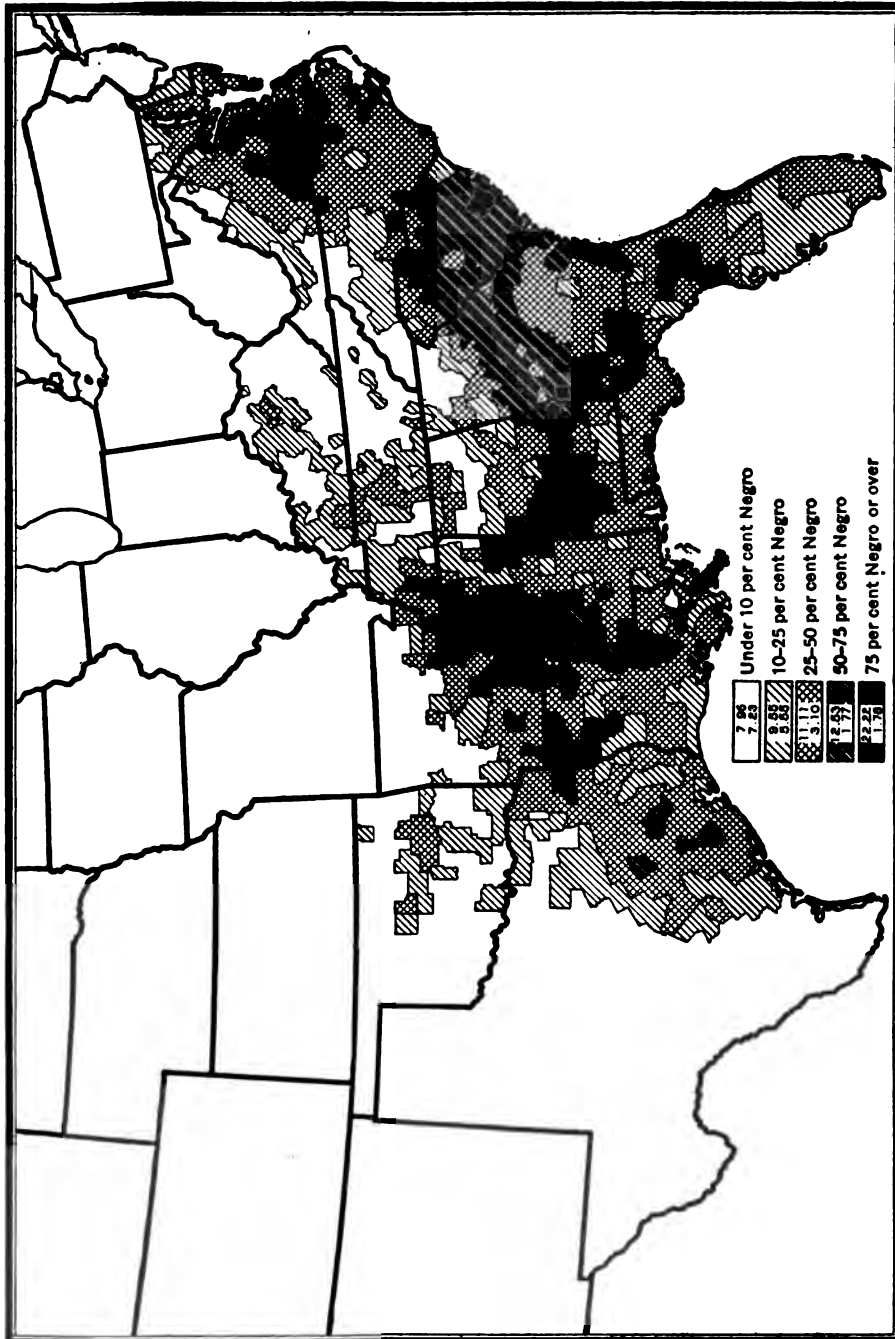
The financial condition of the institution is shown by the relationship of the income and expenditures rather than by the individual figures. It has been necessary to resort to this cumbersome method because the accounting systems of all but a few of the schools do not make it possible to determine the cost of maintaining the different departments of the school.

7. *Plant*.—Number and structure of buildings; amount of land; equipment; condition; and upkeep of plant.

8. *Recommendations*.—The recommendations are of three kinds: Constructive suggestions for the improvement of the school by reorganization or by changes in courses of study or in methods of administration; suggestions for cooperation or combination with other schools, public or private; expressions of opinion as to the advisability of giving outside help to the school. Sometimes, because of apparent lack of need for the school, inefficient management, or dishonesty in use of funds, it is recommended that donations be withheld by those who are interested in helping forward the cause of education among the colored people.

In making these recommendations only the promotion of the cause of the best and most practical education of all colored people for better living, civic righteousness, and industrial and economic efficiency has been kept in mind. It is fully realized that not all of these recommendations can be adopted at once. Some of them must wait on a general improvement of conditions, some may prove finally impracticable, and some may be based on lack of sufficient information or on error of judgment, but a large majority of them, it is believed, will prove to be both correct and practicable.

NEGRO EDUCATION.



MAP 1.—PERCENTAGE OF NEGROES IN THE POPULATION.

The figures in the oblongs indicate the per capita expenditures, based on teachers' salaries, averaged for each population group. The upper figure is for white children; the lower for colored.

II. SUMMARY OF EDUCATIONAL FACILITIES.

The three outstanding facts to be considered in a study of schools for colored people are first, the large place which the Negroes occupy in the life of the American people and especially of the South; second, the maintenance of a double system of schools in the South, where the per capita wealth is considerably below the general average of the country; and third, the importance of private schools in the education of the colored people.

ECONOMIC AND SOCIAL STATUS OF NEGROES.

There are in the United States practically 10,000,000 Negroes, a group rivaling the immigrants in total number and far exceeding them in the problems of economic and social adjustment. In the South they form 29.8 per cent of the total population, the proportion in Mississippi and South Carolina being over 55 per cent and ranging in the "black belt" counties from 50 to 90 per cent of the total population. Almost 3,000,000 are engaged in agricultural pursuits. They form 40.4 per cent of all persons engaged in these pursuits in the Southern States. The number of farms cultivated by them increased 20.3 per cent between 1900 and 1910. As farmers, renting and owning land, they cultivate 41,500,000 acres, an area over twice the size of all the farm land in Virginia or in the New England States. As farm laborers, they undoubtedly cultivate a much larger area. Though the United States census shows a decrease in illiteracy, there are still about 2,225,000 Negro illiterates in the South, or over 33 per cent of the Negro population 10 years of age and over. Likewise the death rate of the colored people is still very high, though the vital statistics indicate a gradual improvement in health conditions.

In view of these facts it is important to note the public-school facilities and educational needs of colored people in the States with a considerable proportion of Negroes. These States are the 16 Southern States, the District of Columbia, and Missouri. In accordance with the explanations in the preceding chapter,¹ the following statement of these facilities is presented from data selected for their availability and accuracy from the reports of the United States census and the State superintendents of education:

	White.	Colored.
Total population.....	23, 682, 352	8, 906, 879
Population 6 to 14 years of age.....	4, 889, 762	2, 023, 108
Population 6 to 14 ²	3, 552, 431	1, 852, 181
Teachers' salaries in public schools ²	\$36, 649, 827	\$5, 860, 876
Teachers' salaries per child 6 to 14 ²	\$10. 32	\$2.89
Per cent of illiteracy.....	7. 7	33. 3
Per cent rural.....	76. 9	78. 8

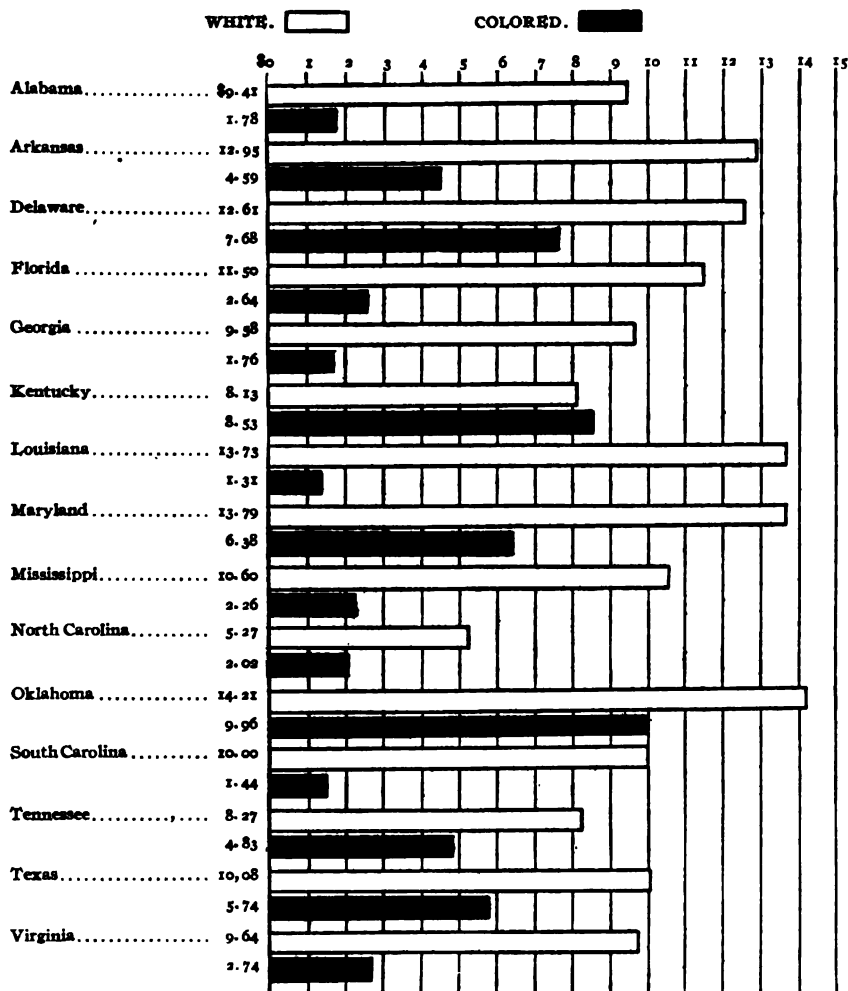
PUBLIC APPROPRIATIONS.

A proper appreciation of the significance of these figures presupposes a knowledge of the double system of schools and the comparatively limited resources of a section still recovering from the heavy burdens of the Civil War. According to the United States

census report on national wealth in 1912, the per capita wealth in taxable property in the Southern States was \$1,175 as against \$1,836 for the United States, and \$2,052 for the States of Pennsylvania, New Jersey, and New York. Herein is at least one important explanation of the divergency in the appropriations for white and colored schools.

In the 15 States and the District of Columbia for which salaries by race could be obtained, the public-school teachers received \$42,510,703 in salaries. Of this sum \$36,649,827 was for the teachers of 3,552,431 white children and \$5,860,876 for the teachers of 1,852,181 colored children. On a per capita basis, this is \$10.32 for each white child and \$2.89 for each colored child.

DIAGRAM I.—ANNUAL APPROPRIATIONS FOR TEACHERS' SALARIES IN SOUTHERN STATES.
PER CAPITA FOR WHITE AND COLORED CHILDREN.



It will be noted from the diagram herewith that the per capita expenditure for Negro children is higher in the border States where the proportion of colored people is relatively small and the provision for colored high schools is better. The divergencies in the county expenditures are much more striking than those for the States. State school funds are apportioned to counties and cities on the basis of population without reference to race. The officers of the local units supplement the State apportionment by local tax and then divide both State and local taxes between the races according to their own interpretation of the needs of each group. The per capita salary figures for each county are shown in a series of State maps.¹ The inequalities between the expenditures for white and colored schools are greatest in the "black belt" counties, where the Negroes form over 50 per cent of the population. In such counties, large numbers of colored children are grouped in small one-teacher rural schools, while the more scattered white pupils are provided with a proportionately larger number of schools. The per capita sums for white children decrease and those for colored children increase with considerable regularity as the number of Negroes becomes smaller. The extent of this regularity for 15 Southern States appears in the following table, which shows the per capita expenditures for counties grouped according to the percentage of Negroes in the total population:

County groups, percentage of Negroes in the population.	White school population.	Negro school population.	Per capita for white.	Per capita for Negro.
Counties under 10 per cent.....	974, 289	45, 039	\$7. 96	\$7. 23
Counties 10 to 25 per cent.....	1, 008, 372	215, 744	9. 55	5. 55
Counties 25 to 50 per cent.....	1, 132, 999	709, 259	11. 11	3. 19
Counties 50 to 75 per cent.....	364, 990	661, 329	12. 53	1. 77
Counties 75 per cent and over.....	40, 003	207, 900	22. 22	1. 78

The smaller cost of schools for colored children is partly due to the lower wage scale of colored teachers and partly to the very limited provision for high-school education. It is apparent, however, that these explanations by no means account for the wide divergencies in the "black belt" counties.

In addition to the sums appropriated for the maintenance of the common schools, the Southern States appropriated \$6,429,991 for secondary or higher schools for white people and \$355,720 for secondary and higher schools for colored people. The State institutions for white people include county, agricultural, and industrial high schools, normal schools, and State universities. For colored people practically all State appropriations are made to the agricultural and mechanical schools which, in the majority of cases, are largely maintained by Federal funds. A small amount of State aid for colored people is granted to normal schools. Such aid is given to one normal school in Alabama, one in Maryland, three in North Carolina, and one in Virginia. In the Northern and Western States, secondary and higher schools are maintained in Kansas, Ohio, and New Jersey. Two private schools in Pennsylvania and one in Kansas also receive State appropriations.

PRIVATE FINANCIAL AID.

The deficiencies in the public expenditures for the education of colored people largely explain the active campaign for private schools since the Civil War. As a result

¹ Map 1 shows these per capita expenditures and the varying proportion of Negroes for all States containing a considerable number of colored people.

of this activity, the private schools now have a property valuation of \$28,496,946, an annual income of \$3,026,460, and an attendance of 83,679, of whom 70,564 are in elementary grades. These schools have supplied and still supply the large majority of the teachers for the elementary public schools, the religious leaders, and the physicians for the race. With the exception of the State agricultural and mechanical schools, they furnish the only facilities for industrial and agricultural training. Above all they have been, and still are, the chief agencies for the development of sound ideas of life, physical, mental, and moral. While the ultimate goal of educational effort should be the development of a comprehensive system of public education, the foregoing presentation of public-school facilities indicates that private schools are still very much needed. It is sometimes thought that the liberal private aid given to the colored private schools makes up for the inequalities in the public appropriations for the education of white and colored youth. The following table gives an approximate measure of the combined provisions for each group in the South:

	Teachers' salaries in public schools.	Annual expenditures in private schools.	Total of teachers' salaries and private expenditures.
White.....	\$36,649,827	¹ \$6,000,000	\$42,649,827
Negro.....	5,860,876	3,026,460	8,887,336

The combined expenditures for the white schools is about \$42,649,827 as against \$8,887,336 for the colored schools, or 18 per cent of the total. As the Negroes form 30 per cent of the population in these States, and their schools receive but 18 per cent of the total, it is apparent that even with the private aid their schools receive only about half as much as the white schools. A summary of the income and property value of the private and higher schools is shown in the following table:

Ownership and control.	Number of schools.	Annual income.	Value of property.
Total private schools.....	625	\$3,026,460	\$28,496,946
Denominational.....	507	1,927,236	16,127,505
Independent.....	118	1,099,224	12,369,441
State and Federal.....	28	963,611	5,727,609

According to this table the number of the denominational schools is four times as great as the number of the independent schools, but their annual income is only about twice as great and the property valuations of the two groups are almost equal. The comparatively higher cost for the smaller number of independent schools is due to the fact that this group includes a number of institutions which maintain expensive agricultural and industrial departments.

The denominational schools for colored pupils may be divided into two groups, those maintained by denominations whose membership is white or largely white, and those supported entirely by colored denominations. The schools of the former group have an income of \$1,546,303 and a property valuation of \$13,822,451; the schools of the latter group have an income of \$380,933 and a property valuation of \$2,305,054. Some of the institutions in the former group receive considerable sums of money from their colored members. Of the total income received by the State and Federal group, \$360,851 is from Federal appropriations and \$481,991 from the States.

¹ Includes 146 schools in Southern States reporting income to the Bureau of Education.

In addition to the private aid reported in the table, about \$150,000 is appropriated by several private agencies for general supervision and special phases of education. Of this sum, \$33,414 is from the Jeanes Fund, \$18,250 from the Slater Fund, \$45,278 from the General Education Board, \$32,815 from the Rosenwald Rural School Building Fund, and \$20,000 from the Phelps-Stokes Fund. Many of these appropriations are conditioned on the appropriation of similar amounts by the county or by local subscriptions; a direct result of this giving, therefore, is the raising of considerable amounts of money among the colored people for new school buildings, extension of school term, and increased teachers' salaries.¹

The grade of work done by the private and State colored schools is indicated in the following table:

Ownership of schools.	Number of schools.	Total attendance.	Elementary.	Secondary.	College.
Total private schools.....	625	83,679	70,564	11,527	1,588
Denominational.....	507	68,828	58,291	9,686	851
Independent.....	118	14,851	12,273	1,841	737
State and Federal.....	28	8,914	4,061	3,800	² 1,053

In view of the frequency of the terms "academy" and "college" and even "university" in the name of the private institutions, it is important to note that only 13.7 per cent of the pupils are of secondary grade and less than 2 per cent are in college and professional subjects. In dealing with such a large group of institutions, it would be confusing to consider all in the same class. It was therefore decided to separate the important private schools from the comparatively unimportant schools. Of the 625 private institutions, 266 form an important part of the educational system of their respective States. These are described in connection with the counties in which they are situated and their location is shown both on Map A, facing p. 9, and on the State maps. The remaining 359 schools are classed as comparatively unimportant and grouped at the end of each State according to ownership. Some of them are justified only on denominational grounds; the majority, however, are so hampered by small income or poor management that the States receive little benefit from them. Many are small parish schools of the Catholic, Episcopal, and Presbyterian churches taught on the church premises by the local pastor. A few schools were reported but not visited. Where the existence of these schools could be verified in any way they were listed at the end of the denominational summaries.

¹ A further discussion of this cooperation with public-school authorities will be found on p. 20.

² Of the college students, 1,001 were at Howard University.

The distribution by States of both the important and unimportant private schools is as follows:

State.	Number of schools.	Attendance.	Teachers.	Income.	Value of property.
United States.....	625	83, 679	4, 534	\$3, 026, 460	\$28, 496, 946
Alabama.....	72	12, 819	694	554, 556	5, 457, 375
Arkansas.....	26	3, 103	141	62, 337	376, 222
Delaware.....	3	102	22	28, 250	93, 600
District of Columbia.....	3	581	22	11, 813	42, 500
Florida.....	26	3, 345	148	77, 001	478, 411
Georgia.....	78	11, 580	549	339, 736	2, 647, 541
Kentucky.....	17	1, 176	74	48, 549	667, 548
Louisiana.....	64	9, 210	302	122, 031	1, 116, 987
Maryland.....	10	1, 033	39	23, 454	99, 624
Mississippi.....	46	7, 044	321	177, 425	1, 282, 902
Missouri.....	3	158	29	15, 843	117, 500
North Carolina.....	72	7, 828	453	262, 032	2, 282, 486
Oklahoma.....	4	289	14	4, 026	9, 300
South Carolina.....	60	8, 616	413	214, 379	2, 126, 434
Tennessee.....	31	4, 043	311	220, 934	1, 630, 308
Texas.....	29	3, 757	237	131, 508	1, 194, 160
Virginia.....	55	6, 368	579	536, 187	6, 234, 321
West Virginia.....	1	110	23	17, 581	222, 178
Northern States.....	25	2, 517	163	178, 818	2, 437, 549

SCHOOL ACTIVITIES AND ATTENDANCE.

It is apparent from the foregoing statements of financial support that the public-school facilities for colored people in the 16 Southern States, District of Columbia, and Missouri, are largely supplemented by private schools. The most satisfactory measure of the total school attendance for both public and private institutions is the enumeration of the United States census. According to the census for 1910 there were 2,023,108 colored children between 6 and 14 years of age in the States maintaining separate school systems for white and colored children. Of this number only 1,175,457, or 58.1 per cent, were reported by the census of 1910 as attending school. A study of the figures for public and private schools shows that the large majority of colored elementary pupils are in public schools. In the case of the secondary pupils, however, they are almost equally divided between public and private schools. The only exceptions are found in some of the border States, where the majority of secondary pupils are in public high schools. On the other hand, the large majority of white elementary and secondary pupils are in public high schools. Colored pupils of collegiate grade are about equally divided between public and private institutions. There has recently been a very remarkable increase in public high schools for white pupils.

ELEMENTARY SCHOOLS.

The inadequacy of the elementary school systems for colored children is indicated both by the comparisons of public appropriations already given and by the fact that the attendance in both public and private schools is only 58.1 per cent of the children 6 to 14 years of age. The average length of the public-school term is less than five

months in practically all of the States. Most of the school buildings, especially those in the rural districts, are in wretched condition. There is little supervision and little effort to improve the schools or adapt their efforts to the needs of the community. The reports of the State departments of Georgia and Alabama indicate that 70 per cent of the colored teachers have third-grade or temporary certificates, representing a preparation less than that usually given in the first eight elementary grades. Investigations made by supervisors of colored schools in other States indicate that the percentage of poorly prepared colored teachers is almost as high in the other Southern States. The supervisor of white elementary rural schools in one of the States recently wrote concerning the Negro schools:

I never visit one of these [Negro] schools without feeling that we are wasting a large part of this money and are neglecting a great opportunity. The Negro schoolhouses are miserable beyond all description. They are usually without comfort, equipment, proper lighting, or sanitation. Nearly all of the Negroes of school age in the district are crowded into these miserable structures during the short term which the school runs. Most of the teachers are absolutely untrained and have been given certificates by the county board, not because they have passed the examination, but because it is necessary to have some kind of a Negro teacher. Among the Negro rural schools which I have visited, I have found only one in which the highest class knew the multiplication table.

A State superintendent writes:

There has never been any serious attempt in this State to offer adequate educational facilities for the colored race. The average length of the term for the State is only four months; practically all of the schools are taught in dilapidated churches, which, of course, are not equipped with suitable desks, blackboards, and the other essentials of a school; practically all of the teachers are incompetent, possessing little or no education and having had no professional training whatever, except a few weeks obtained in the summer schools; the schools are generally overcrowded, some of them having as many as 100 students to the teacher; no attempt is made to do more than teach the children to read, write, and figure, and these subjects are learned very imperfectly. There are six or eight industrial supervisors financed in whole or in part by the Jeanes Fund; most of these teachers are stimulating the Negro schools to do very good work and are gradually inducing them to base their work upon the practical things of life. A few wide-awake Negro teachers not connected with the Jeanes Fund are doing the same thing. It can probably be truthfully said that the Negro schools are gradually improving, but they are still just about as poor and inadequate as they can be.

The difficulty presented by this situation is realized when it is remembered that the wage scale for colored teachers in rural districts is very low and the facilities for preparation of teachers are entirely inadequate. The 70,564 elementary pupils in private schools are fairly well taught, but they form only a small portion of the 1,175,457 colored children attending school and a still smaller fraction of the 2,023,108 children between the ages of 6 to 14 years.

SECONDARY SCHOOLS.

Public provision for the secondary education of colored pupils is very limited in the Southern States. The total number of public high schools for Negroes in these States is only 64. Of these, 45 have four-year courses and 18 have three-year courses. The city high schools of Washington, D. C., and St. Louis, Mo., are unusual in extent of plant, ranging in value from \$200,000 to \$450,000. Charleston, S. C., and Columbus, Ga., each provide an effective industrial school and some teacher training. There are also about 200 public schools which enroll pupils in subjects and classes above the elementary grades. In addition to these city high schools, there are 28 State and Federal institutions nearly half of whose pupils are of secondary grade.

The majority of the public high schools are in the border States of the South. Over half of them are in Texas, Kentucky, Tennessee, and West Virginia; 11 are in Oklahoma and Virginia. Florida has 2; South Carolina, Mississippi, Georgia and Delaware have 1 each; and North Carolina and Louisiana have no public high schools for Negroes. North Carolina, however, provides three well-managed State normal schools.

This statement of the distribution of public high schools shows the inadequacy of the public provision in the States south of the border States. In the lower South the secondary education of colored people is very largely dependent upon private schools. There are 216 private institutions in all the Southern States offering secondary instruction to colored pupils. Of these, 106 schools maintain four-year courses and 110 schools offer courses varying from a few subjects above the elementary grades to a full three-year high-school course.

Of the 24,189¹ colored secondary pupils in the Southern States, 11,527 are in private schools, 8,707 are in public high schools and 3,800 are in State and Federal schools. While scarcely a fourth of the secondary pupils of the border States are in private schools, almost two-thirds of the pupils of the other Southern States are in private institutions. The courses of study of most of these schools follow closely the college preparatory or classical type. Many of them still require Greek and practically all make Latin the central subject. The very limited laboratory equipment of a large majority seriously hampers the teaching of physical science and the introduction of civics and teacher-training subjects has hardly begun. With all their limitations, however, these schools have been and still are among the chief agencies for the supply of public-school teachers.

COLLEGE WORK.

Though a large number of the schools for colored people are called "colleges" and even "universities," there are very few institutions that have equipment for college work or pupils prepared to study college subjects. Most of the subjects taught are those of the typical classical type. Latin, Greek, and mathematics occupy a large place both in the entrance requirements and in the regular course. Very few of the schools have laboratories or other provisions for the teaching of the physical sciences. Teacher-training subjects and economics and sociology receive but scant recognition. The aim seems to be to copy the traditional college course rather than to adapt the college work to the needs of the pupils. In the reports on the individual schools effort has been made to indicate the amount of college work done in each institution. According to the characterization sentence in each school report, the institutions are classified as follows.

Characterization.	Number of schools.	Students in college subjects.	In professional subjects.	All other students.
College.....	3	722	972	717
Secondary and college.....	15	675	22	4,789
Schools offering college subjects ²	15	246	0	4,583
Total.....	33	1,643	994	10,089

Under a liberal interpretation of college work, only 33 of the 653 private and State schools for colored people are teaching any subjects of college grade. Of the 12,726

¹ There are 155 secondary pupils in county training schools.

² Does not include Leland University, which had four college students at the time of visit.

pupils in total attendance on these institutions, only 1,643 are studying college subjects and 994 are in professional classes. The remaining 10,089 pupils are in the elementary and secondary grades.

In reply to a questionnaire sent to all the northern colleges, 61 reported a total of 390 Negro students of college grade. Of these 287 were in college proper, 70 were in medical courses, including dental and pharmaceutical; 10 were in theological schools; 17 in law; and 7 in veterinary medicine. It is probable that the total number of students in northern institutions is at least 500.

Only three institutions—Howard University, Fisk University, and Meharry Medical College—have student body, teaching force, equipment, and income sufficient to warrant the characterization of "college." Nearly half of the college students and practically all of the professional students are in these institutions.

The 15 institutions characterized as "secondary and college" represent a wide variation in the essentials of college work. They are thus grouped because they have a comparatively small college enrollment and the majority of them maintain elementary and secondary classes forming 90 per cent of their total enrollment. With one or two exceptions they are limited in both teaching force and equipment. With all their limitations, however, a number of these institutions are maintaining satisfactory entrance requirements and insisting on thoroughness in work.

The 15 institutions offering college subjects are schools of elementary and secondary grade whose teaching force make it possible to provide instruction in a few college subjects. They have neither the equipment nor the teachers to maintain college classes.

PROFESSIONAL EDUCATION.

Howard University and Meharry Medical College are the only institutions for colored people which offer complete courses in medicine, dentistry, and pharmacy. Shaw University provides two-year courses in these subjects. The aggregate attendance in the medical schools of these institutions is 792, divided as follows: Medical, 400; dental, 260; pharmaceutical, 132. According to the Carnegie report on medical education, sound policy requires the adequate support of Howard and Meharry medical schools before any attempt is made to maintain others.

The only colored institution offering a full law course is Howard University. Howard's law department, with 106 students, seems to make ample provision for colored students desiring to enter the legal profession. With the facilities available in the law schools of the North, it is not likely that another law school will be required for some time.

Many colored schools claim special courses for the training of ministers. A total of 441 ministerial students were counted in the 14 institutions¹ having special teachers and equipment for the course. Very few of the students have completed even a high-school education and the number of college graduates is negligible. A number of other schools claiming theological departments are offering Bible instruction to some of

¹These institutions and their attendance are: Gammon Theological Seminary, 78; Tuskegee Institute, 77; Howard University, 73; Lincoln University, 54; Wilberforce University, 30; Virginia Union University, 24; Stillman University, 21; Morehouse College, 18; Bishop Payne Divinity School, 15; Livingstone College, 14; Talladega College, 10; Shaw University, 10; Paine College, 9; Biddle University, 8.

their regular pupils and to a few special students. The majority, however, are merely providing talks on religion to ministers, who attend irregularly. Six of these schools have buildings devoted to the theological department.

TEACHER TRAINING.

The most urgent need of the colored schools is trained teachers. The supply now depends almost entirely upon the secondary schools, most of which are private institutions. State normal schools are maintained only in Virginia, North Carolina, Alabama, and Maryland. The State agricultural and mechanical schools, largely supported by the Federal Government, offer some teacher-training courses, but in most cases these courses are not adequate. City normal schools are maintained in Louisville, Ky., Washington, D. C., and Baltimore, Md. The cities of Richmond, Va., and Little Rock, Ark., have teacher-training courses in the high schools.

Through the cooperation of the Slater Fund and the General Education Board with the State departments of education, 27 counties maintained county training schools in 1915, and several other counties were building or planning such schools.¹ These schools are designed to supplement the elementary-school facilities of the county and to make it possible for the more advanced pupils to be prepared to teach in rural schools. As yet, however, this work is almost entirely of elementary grade.

The majority of the trained colored teachers are from private schools. About 15 of these institutions have well-organized courses, with considerable provision for observation and practice teaching. At least 65 others offer courses with one year of pedagogy and methods and some provision for observation and practice. About 45 other schools include one or two teacher-training subjects in their academic course. The pupils in the graduating classes of both the public and the private schools offering teacher-training subjects number only 2,443, an annual output obviously inadequate to meet the educational needs of 10,000,000 colored people with 32,000 public-school teachers.

INDUSTRIAL TRAINING.

Through the pioneer influences of Hampton and Tuskegee Institutes, the industrial phases of education have received considerable recognition not only in colored schools but also in those for white pupils. Because of the lack of funds and the indifference of colored people to industrial training, the increase of industrial facilities in colored schools has not been equal to that in the white institutions. It is unfortunate both for the colored people and for the South that the provision for the industrial education of the Negroes should be so inadequate. The intellectual and even the spiritual development of a people is closely related to their economic condition. According to the United States census on occupations, the number of Negroes in skilled occupations is negligible. If the race realized its low economic status, the interest in industrial education would be greatly increased. Likewise it is important to the South as a whole that its chief labor supply shall be efficient. The Southern States, with all their natural resources, will never compete with other sections of the country until they increase the efficiency of their labor through an effective system of industrial education for the colored people as well as for the white people.

¹ In 1917 there were 44.

The public facilities for industrial education of Negroes are practically limited to the 16 agricultural and mechanical schools, largely maintained by Federal funds. Most of these institutions are fairly well equipped to teach the more important trades and to train girls in household arts. Only a few of them, however, teach trades effectively and practically all subordinate the industrial training to the literary instruction. There are 13 State schools which also provide some instruction in industrial courses. Six of these schools are located in Northern States. Washington, D. C., Charleston, S. C., and Columbus, Ga., are the only cities which maintain industrial schools for Negroes.

There are 206 private schools which offer some industrial instruction. In fully half of these schools, however, the industrial training is ineffective and very limited in quantity. The work ranges from a little sewing or cooking in 56 of the schools to the numerous trades effectively taught at Hampton and Tuskegee. The 30 smaller industrial schools are endeavoring to fit their work to the economic as well as the literary needs of their pupils. In these institutions industrial courses are as a rule accorded the same standing as the literary subjects. The 73 literary schools doing some industrial work allow a limited time for a formal course in manual training and household arts for girls. The work in 34 of these schools is poorly done. In a third group of 101 schools, the industrial instruction is confined to household arts for girls. The home training in most schools is much more effective than the industrial training for boys. Of the 101 schools offering girls' industries, 45 have been classified as doing fairly good work and 56 as doing poor work.

Considerable impetus has been given to industrial training in the public schools through the State supervisors of colored schools in nine Southern States and county industrial teachers in 163 counties in the South. The well-known efforts of the Slater Fund have done much to extend industrial courses both in private and public institutions. Through the financial cooperation of the General Education Board a large number of "home-makers clubs" have been organized in seven Southern States. These clubs are effective in the development of an intelligent interest in home gardening, vegetable and fruit canning, and the proper care of the home.

AGRICULTURAL TRAINING.

To a people 73 per cent rural, agricultural instruction is of vital importance. Since 40 per cent of all persons engaged in southern agriculture are colored, it is apparent also that effective education of these people for rural activities is essential to the welfare of the South. Valuable as this phase of education is to the Negroes and to the South as a whole, the facilities are entirely inadequate. The public provision is almost entirely in the 16 agricultural and mechanical schools largely maintained by Federal funds. Most of these institutions have large farms and considerable equipment, but only a small number of them are making adequate educational use of the farms or the equipment. The 13 State schools also have some provision for teaching agriculture.

There are 56 private institutions with ample farm land on which instruction in agriculture could be given. Observation of their work, however, shows that very few of them make effective use of their facilities. Hampton and Tuskegee are the only institutions with facilities comparable to those of the agricultural colleges for white

pupils. Both of these institutions have carried on remarkable campaigns for the improvement of rural conditions. Practically all the pupils in both schools receive some instruction in the theory and practice of soil culture. Those who specialize devote half their time to farm practice. Of the smaller private institutions, 22 offer some class theory and practice, 18 teach theory but cultivate their farms on a commercial basis, and 14 schools cultivate their farms without any provision for agricultural instruction.

Instruction in gardening is offered in 43 of the public and private institutions included in the groups mentioned above. The 26 county training schools, recently organized through the cooperation of the public authorities and private boards, all teach gardening and other activities necessary to rural life. Through the efforts of the Jeanes teachers, the public schools in 163 Southern counties are beginning to provide instruction in gardening and canning.

The limited progress of agricultural education in colored schools is explained not only by the inadequate facilities but also by the indifference of the colored people to any effort in behalf of rural life. Even though the masses of the race are making their best progress on the farms, their educational leaders with few exceptions fail to consider the needs of the colored farmers. This failure is partly explained by the belief that agricultural instruction requires large farms and extensive equipment. Fortunately a few of the more progressive institutions realize the educational as well as the economic value of the theory and practice of gardening. Even the schools of strong literary interest are including rural economics and gardening in their curriculum.

SUPERVISION.

In addition to the numerous private schools maintained by general donations and appropriations from denominational boards, the officers of several educational funds cooperate with the public-school authorities in the supervision of the private and public schools. The principal agencies in this cooperation are the Slater and Jeanes Funds, the General Education Board, the Phelps Stokes Fund, and the Rosenwald Rural School Building Fund. The activities include State and county supervision of schools, boys' and girls' club work, summer schools, and building rural schools, and the general improvement of private and higher schools for colored people.

Through the cooperation of the State departments of education with the General Education Board, white supervisors of colored schools are maintained in Alabama, Arkansas, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, Tennessee, and Virginia. These supervisors are doing excellent work in interesting the southern white people in the education of colored people and in stimulating the local officers to improve the school plants and the teaching force and to introduce industrial training into the schools.

The Jeanes Fund makes possible the employment of county supervising industrial teachers. These teachers are usually young colored women who are directed by the county superintendent in introducing simple industrial courses into the rural schools and extending the influence of the school into the community. In 1916 these supervising teachers were employed in 163 counties of the Southern States. It is estimated that 100,000 pupils attend the schools visited by them. The "homemakers' clubs," organized through the aid of the General Education Board, enroll a large number of colored

women and colored girls who meet regularly to receive instruction in such subjects as home gardening, canning, and the proper care of the home. The payment of their salaries is usually shared between the fund and the county, but a few of the supervisors are paid entirely from public funds. Some of the Virginia supervisors are maintained by funds controlled by Hampton Institute. The Jeanes Fund appropriated \$33,414 and the counties \$12,234 in 1915. In addition the supervising teachers raised \$73,438 by appeals to the colored people. This sum was used to extend the school term, improve equipment, and increase teachers' salaries. A part of this amount was contributed toward the county training schools, largely supported by the Slater Fund and the General Education Board, and a part toward the rural school buildings erected through the Rosenwald Fund.

The Rosenwald Fund for building better rural schools for colored children was established by Julius Rosenwald and is administered by the extension department of Tuskegee Institute. So far its use has been largely in Alabama. Of the 111 schools which had been erected up to 1915, 92 were in Alabama, 3 in Arkansas, 6 in Georgia, 5 in North Carolina, 3 in Tennessee and 1 each in Mississippi and South Carolina. The purpose of the fund is to duplicate amounts raised by colored people for rural school buildings. For this purpose the Rosenwald Fund appropriated \$32,815, public authorities gave \$18,235, and \$59,934 was raised in donations.

The Phelps Stokes Fund, in cooperation with the United States Bureau of Education, is not only making the present survey of the private and higher schools for colored people, but is encouraging constructive efforts for the improvement of their educational and administrative organization, their plants, and their community activities.

NEEDS OF PUBLIC-SCHOOL SYSTEMS.

In view of the large proportion which the Negroes form of the population in the South and the vital place which they occupy in the economic, physical, and even moral welfare of that section, the following summary of educational needs is presented as a result of this study:

1. *The improvement and increase of the elementary schools.*—The reports of the State superintendents of education are practically unanimous in their presentation of the poverty and inadequacy of the elementary schools for colored people. This is peculiarly the responsibility of the public authorities. Private philanthropy may aid in the support of the secondary and higher schools, but the public schools are the agencies to supply the rudiments of an elementary school education. The improvement of the rural and urban masses of the colored people in health, honesty, labor, and thrift is directly dependent on the public elementary schools. If the States are to achieve this improvement, systematic effort must be made to raise the standards of teaching. One of the important steps in this effort is to arouse the colored people themselves to a thorough appreciation of the value of elementary schools.

2. *Secondary schools and teacher training.*—Though the development of the elementary schools is of primary importance, it is well established that secondary schools are essential to the maintenance and growth of an elementary school system. The secondary schools are not only the principal source of teachers, but they are also the inspiration which maintains the continued interest of the pupils in the upper elementary

grades. Though there are numerous private secondary schools there is a real necessity that the public-school system shall provide more schools of this grade.

The large proportion of ignorant public-school teachers constitutes an emphatic demand for teacher-training classes. It is evident that each State needs a well-equipped State normal school and smaller county schools offering teacher-training courses to local pupils. Much more help could be obtained from the private schools if the States would recognize the teacher-training work of these schools on condition that each institution meet the State requirements.

3. *Industrial and agricultural training.*—Though the educational value of industrial and agricultural courses for white and colored children is recognized by all the States, the public provision for these courses in colored schools is utterly inadequate. It is unfortunate that important phases of education like this should be so exclusively dependent on private initiative and support. There is emphatic need that every county realize the possibilities of the agricultural and industrial supervising teachers in the introduction of gardening and simple industries.

RECOMMENDATIONS FOR PRIVATE SCHOOLS.

The use of the recommendations at the end of each school report has made possible the statement of the needs of each institution in constructive suggestion rather than in a series of destructive criticisms. The aim has been to indicate the changes that are possible and more immediately necessary rather than to summarize all the improvements that ideal conditions would require. While there is considerable variety in the form of the recommendations, they all relate to some fundamental phase of educational organization and endeavor. The important phases underlying them are recorded below.

ADAPTATION TO PUPILS AND COMMUNITY.

The most vital test of educational effort is in the extent to which it provides for the economic, intellectual, and spiritual needs of the individual and community. The principle of adaptation to pupil and community needs requires decreasing emphasis on educational courses whose chief claim to recognition is founded on custom and tradition. The recommendations herewith made are based on such community necessities as health, home comforts, civic responsibilities and rights, and teachers with knowledge and vision.

Teacher-training courses.—The large proportion of colored teachers with less than eighth-grade education is ample justification for recommending the introduction of teacher-training courses in every educational institution able to offer any or all of the subjects or activities usually given in such courses.

Sanitation, elementary science, history, and civics.—The high death rate of the colored people, their ignorance and disregard of simple physical laws, their perplexing economic and social status, establish the claim of these subjects to a large place in the curriculum of these schools.

Theory and practice of gardening.—For a people 73 per cent rural, the theory and practice of gardening are of first importance. Only recently have the schools of the country begun to recognize the educational and economic value of gardening. In too many schools the garden has been merely a weak adjunct of the boarding depart-

ment, with practically no place assigned to it in the school curriculum. Even the few institutions with a genuine interest in rural problems too often despised the garden in their efforts to cultivate a large farm.

According to this study the use of the farm as an educational factor has failed in the large majority of instances. This is due to lack of skill on the part of the agricultural teachers and to the failure to convince pupils with scant knowledge of books that farming is educational. In view of this failure, it is important to consider the possibility of gardening not only for its educational value and economic returns to the kitchen, but also as a working laboratory for the agricultural course. Experiments made in connection with this study indicate that agricultural courses illustrated by gardening are much more effective than those dependent upon a poorly cultivated farm.

Simple manual training.—Modern educational practice recognizes without argument not only the economic but also the educational value of hand training. The economic value to the colored people is emphasized by the comparative poverty of the race, while the educational result is even more necessary for the Negro than for the white, since the Negro's highly emotional nature requires for balance as much as possible of the concrete and definite.

Observation indicates the importance of simplicity in the manual courses and the application of the lessons learned in the care of the school plant and in the necessary activities of the institution. Lessons in woodwork increase in effectiveness when they are applied to the repair of buildings. Domestic science becomes real when the school kitchen is used as a laboratory and the dormitories are supervised according to the classroom theory.

Neighborhood activities.—No part of the school program is more important than the neighborhood work. This includes not only the efforts in the immediate neighborhood but in other communities to which the institution can extend its influence. Through these activities the school not only enlarges its field, but also gains a knowledge of actual conditions which enables it to adapt its curriculum to the needs of the pupils.

Domination of foreign languages.—In view of the just demands of the activities already recommended and the increasing recognition given to them in the best modern schools, it is surprising to note the large proportion of time devoted to foreign languages, especially Latin and Greek. In this respect the colored schools are adhering to a tradition fast vanishing elsewhere. It seems extraordinary, for example, that private secondary schools for colored people should give more time to these languages than the high schools of a progressive State like Massachusetts.

SCHOOL ORGANIZATION.

Effective organization of school activities requires a careful consideration of the income, the plant, and the number and development of the pupils. Many of the organizations studied have been formed without regard to any of these elements. The guiding principle of the less successful organizations seems to have been the blind imitation of larger institutions or an unwarrantable hope for future development. In view of the very limited income of practically all the private schools, it is strongly urged that the organization be simple; that the aim be to do a few things well.

Secondary department hampered by college courses.—A large number of institutions are endeavoring to maintain college classes without adequate teaching force or equipment or even a sufficient number of pupils to warrant the expense. Such efforts not only waste the resources of the institution, but sacrifice both the secondary pupils and those prepared to do college work. Owing to the small number of secondary schools, the number of pupils prepared for college is very limited and the number of colleges needed is correspondingly small. While there is real need for the adequate development of a few of the schools offering college courses, the majority should discontinue their efforts to maintain college classes, center their energy on secondary subjects and provide for their college pupils at institutions equipped for college work.

Secondary department hampered by elementary classes.—While the inadequate public-school facilities in the neighborhood of many of the private schools practically compel them to make large provision for elementary grades, there are some private schools that maintain elementary grades in opposition to the public schools. Even in the communities lacking in public-school accommodations, the private schools of elementary grades should be regarded as temporary and persistent effort should be made to prevail upon the public authorities to provide adequately for elementary colored pupils at public expense. It has therefore been recommended that a number of the smaller schools be transferred to the public-school authorities or combined with some of the larger private institutions.

Elaborate industrial and agricultural plant.—A number of the smaller industrial schools doing important work have acquired large plants and developed complicated organizations that are beyond their financial resources or unsuited to the educational needs of their pupils. Some have expensive equipment, such as heating and electric light plants, when the dining rooms and dormitories are in need of linen and necessary furniture. Some have extensive trade machinery and numerous teachers of trades with very little material for practice and very few pupils to a trade. Some have many more hundreds of acres of land in their school farm than they can possibly use for educational purposes. In a large majority of the smaller industrial schools there is practically no relation between the classroom instruction in agriculture and the farm operations.

It is quite apparent that the only course open to such institutions is to simplify their plant and their organization. They should definitely decide to prepare their pupils up to a certain point and depend upon larger schools to continue the work. As a working basis for this simplification it is proposed that four industrial teachers be employed: (1) A teacher of agriculture with practical farm training, business ability, and some knowledge of simple mechanical operations; (2) a carpenter with some experience in blacksmithing and wagon repairing; (3) a teacher of cooking who will use the boarding department for practical work; (4) a teacher of sewing, who will supervise the dormitories and the housekeeping of the school. If it is absolutely necessary that these industrial teachers have other subjects, they should have assigned to them courses most nearly related to their trades. The literary teachers of the institution should be expected to cooperate to the extent of their ability in the industrial and social life of the school and in the neighborhood activities.

Educational use of boarding department and dormitories.—The use of the school kitchen and dining room as part of the domestic-science department is in line with good

practice both in business and education. The maintenance of two independent cooking departments in one institution is wasteful. There is probably no sounder principle than "learning by doing." Similarly the dormitories offer real opportunities for imparting many important lessons in neatness, order, and the proper care of the home. The disregard of these opportunities in educational institutions everywhere should be quickly corrected.

ACCOUNTS AND RECORDS.

A majority of the small private schools not controlled by church boards and practically all the institutions owned by colored denominations are very deficient in administration, general records, and accounts.

System of cost-accounting and records.—Very few schools can present adequate analyses of their expenditures. Very few realize the important economies that could be attained through good systems of accounts. There is a similar deficiency in the records of student activities. Only a small number of the institutions keep accurate records of enrollment, daily attendance, and class standing of pupils.

Annual audit by an accredited accountant.—In the case of institutions receiving funds from philanthropic persons living at a distance, it is only reasonable to expect that the school accounts will be examined by a reliable person trained to report on accounting. It is taken for granted that the bookkeeping of institutions supported by State or Federal funds should be regularly passed upon by expert accountants. This study shows, however, that only about 10 of even the large private institutions and practically none of the State and Federal schools have provided for reports by certified accountants.

SUPERVISION OF BUILDINGS AND GROUNDS.

There is a real need for more economy and taste both in the construction of buildings and in the arrangement of the campus. Many of the buildings have been erected in imitation of those in other institutions, with but little regard for income, adaptation to use, climatic conditions, or location. Rules of sanitation and fire protection have been disregarded and many pupils are in serious danger. Student labor has been used without sufficient regard for cost. Heating and power plants have been installed without regard for economy. More important even than economy and foresight in building operations is continued care in the upkeep of the plant. The wise and frequent use of whitewash and paint and the prompt repair of buildings and furniture are important assets in business and education.

TRUSTEES AND OWNERSHIP OF SCHOOLS.

In determining the status of a private institution, great importance necessarily attaches to the composition of the trustee board and the extent of the control exercised by them.

Nominal boards of trustees.—Some schools have boards of trustees that exercise no control over the affairs of the institution. A favorite method is to appoint colored men as the legal trustees and ask prominent white men to act in an advisory capacity. The usual result of this arrangement is to leave the management entirely to the school principal, who in a number of instances has wrecked the institution. It is evident that no gifts should be made to this class of schools.

Title to property vested in school principal.—Several schools are owned by individuals who spend a large part of their time soliciting funds. Others are maintained for the tuition received. In all such cases the emphatic recommendation is that donations be withheld.

Large, unwieldy boards of trustees.—Some of the colored denominations appoint trustee boards numbering over a hundred, each member to pay a stated sum of money annually. Such a plan invariably fails to provide any wise control over the institution.

Founding of small independent schools.—A perplexing problem continually confronting those interested in colored schools is the persistent effort to organize new schools. Sometimes these efforts have the approval of influential people both from the locality and from distant places. Sometimes they represent the desires of well-meaning but incompetent persons to help the colored race. And in a few cases they are the selfish efforts of scheming persons who are willing to prey upon philanthropy for financial gain. The following statement, prepared by the late Dr. Booker T. Washington shortly before his death, represents the attitude of an increasing number of thoughtful people:

After considering the whole matter very carefully with prominent educators representing various parts of the South, I am thoroughly convinced that it is a matter of doubtful wisdom to encourage, except under peculiarly favorable circumstances, the starting of additional new and independent schools in the South for our people. These schools, to accomplish any good, ought to be well managed, under a competent board of trustees, and not represent the mere personal ambition or activity of any one individual. In many cases the money given for such schools is more than wasted, not only because of improper organization and supervision, but also in large items for traveling expenses.

It is the consensus of opinion of all who have studied the subject that the time has come when money ought to be concentrated upon the strengthening of existing institutions rather than the starting of new ones. In many cases much harm has been done by establishing additional schools in the same locality. I know of special cases where persons are striving to build schools within a few miles of other and existing well-organized schools. It would, by far, be the better plan in the future, rather than to start additional small schools, to spend the money in *strengthening the public schools*. In many cases these small, poorly-organized schools not only accomplish little good, but are weakening the public-school system. The public-school system, of course, is permanent, and has the advantage of supervision. Instead of starting new schools, I advise that the old ones be strengthened or that the money be given in a way to strengthen the work of the public schools in the various localities of the South.

III. ALABAMA.

SCHOOL FACILITIES IN THE STATE.

There are 908,282 colored people in Alabama, forming 43 per cent of the total population. They constitute 52.9 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 17.3 per cent between 1900 and 1910. As farmers, renting and owning land, they have complete charge of 5,083,552 acres; as farm laborers, they undoubtedly cultivate a much larger area. While the United States Census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 40.1 per cent of the colored persons 10 years of age and over and 27.5 per cent of the children 10 to 14 years of age, and the death rate is almost twice as high as that of the white people. Such a degree of illiteracy and ill health is certain evidence of extensive waste of economic resources and human energy. In view of these facts, it is important to note the following summary of the public-school facilities and educational needs of Alabama, as they are shown in the reports of the United States Census and the State superintendent of education.

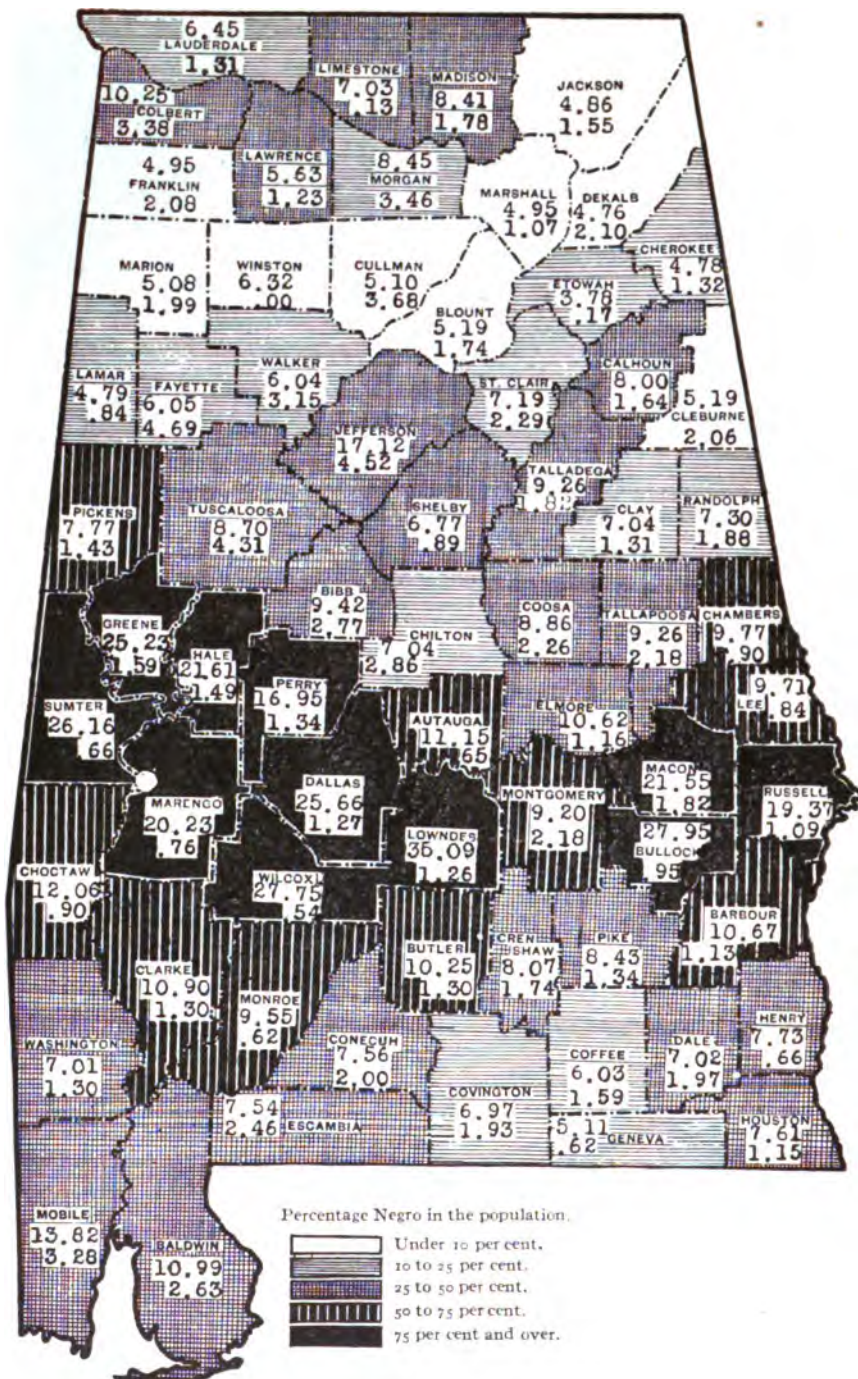
	White.	Negro.
Population, 1910.....	1, 228, 832	908, 282
Children 6 to 14 years of age, 1910.....	268, 283	208, 548
Teachers' salaries in public schools, 1911-12.....	\$2, 523, 550	\$372, 177
Teachers' salaries per child 6 to 14 in State.....	\$9. 41	\$1. 78
Percentage illiterate, 1910.....	9. 9	40. 1
Percentage living in rural communities.....	82. 6	82. 8

Public appropriations.—The public-school teachers of Alabama received \$2,895,727 in salaries in 1912. Of this sum, \$2,523,550 was for the teachers of 268,283 white children and \$372,177 for the teachers of 208,548 colored children. On a per capita basis this is \$9.41 for each white child of school age and \$1.78 for each colored child.¹ Map 2 presents these figures for each county in Alabama, the proportion of Negroes being indicated by the shading. The inequalities are greatest in the counties with the largest proportion of Negroes. The per capita sums decrease for white and increase for colored children with considerable regularity as the proportion of Negroes becomes smaller. The extent of this regularity appears in the following table, which shows the per capita expenditures for county groups based on the percentage of Negro population:

County groups, percentage of Negroes in the population.	White school population.	Negro school population.	Per capita white.	Per capita Negro.
Counties under 10 per cent.....	45, 713	2, 299	\$5. 08	\$1. 81
Counties 10 to 25 per cent.....	62, 649	14, 365	6. 09	1. 82
Counties 25 to 50 per cent.....	118, 838	72, 984	10. 55	2. 55
Counties 50 to 75 per cent.....	28, 151	48, 564	12. 53	1. 56
Counties over 75 per cent.....	12, 932	70, 336	23. 42	1. 14

¹These averages were computed by dividing the appropriation for teachers' salaries in public schools by the number of children 6 to 14 years of age enumerated by the United States Census. The salaries were obtained from the Report of the State Department of Education, 1912, pp. 116-119. City systems are included.

NEGRO EDUCATION.



MAP 2.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN ALABAMA ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

The high per capita cost for white children in the "black belt" counties is partly explained by the fact that they are few in number and widely scattered. The smaller cost of schools for colored children is partly due to the lower wage scale of colored teachers and partly to the very limited provision for high-school education. It is apparent, however, that these explanations by no means account for the wide divergencies in the "black belt" counties. In addition to the \$2,523,550 appropriated for the public-school teachers of white children, the State appropriated \$379,000 to maintain 42 county high schools, 9 agricultural high schools, 6 normal schools, and 3 institutions of college grade. To the \$372,177 for the public-school teachers of colored children the State added \$20,000 to maintain one normal school and to supplement the income of the agricultural and mechanical school largely maintained by Federal funds.

Private financial aid.—The deficiencies in public expenditures for the education of the colored people largely explain the active campaigns for private schools since the Civil War. As a result of this activity, the private schools have a property valuation of \$5,457,375, an annual income of \$554,556, and an attendance of 12,819 pupils, of whom over five-sixths are in elementary grades. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. The total sum appropriated for teachers' salaries in colored public schools in Alabama, however, together with the income of all colored private schools, aggregates \$926,733, or about a million and a half dollars less than the expenditure for teachers' salaries in white public schools alone. In addition, there are 50 white private schools which report to the State superintendent of education. The aggregate expenditure of these schools is practically equal to the expenditure for colored private schools. A summary of the income and property of the private and higher colored schools grouped according to ownership is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.....	72	\$554, 556	\$5, 457, 375
Independent.....	23	369, 544	4, 279, 566
Denominational.....	49	185, 012	1, 177, 809
State and Federal.....	2	50, 709	252, 500

According to this table, the annual income and property value of the independent schools are higher than those for the denominational schools. The comparatively larger cost of the independent schools is explained by the fact that Tuskegee Institute and several smaller independent schools maintain expensive agricultural and industrial departments. The annual income of the colored schools owned by denominations whose membership is white or largely so aggregates \$156,397, as against \$28,615 for those of the colored denominations. The property owned by the former group is valued at \$1,003,059 and that owned by the latter at \$174,750. Some of the schools owned by white denominations receive considerable sums of money from their colored members. The statistics of the State and Federal group, with an income of \$50,709 and property valuation of \$252,500, are in striking contrast with those for the private schools. In addition to the private aid indicated in the table, \$41,625 was appropriated for general supervision and special phases of education by the Jeanes and Slater Funds, the

General Education Board, and the Rosenwald Rural School Fund. The result of this cooperation with public-school authorities is described later under "Supervision."

While the total number of private schools is 72, only 38 of these schools play any important part in the educational activities of the State. Some of the remaining 34 are to be justified, if at all, on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The more important schools are described under their respective counties and their location is shown on Map 3. The remaining schools are summarized according to ownership and discussed at the end of this chapter.

The attendance of the private and higher colored schools, by ownership groups, is indicated in the following table:

	Number of school.	Total attend- ance.	Elemen- tary.	Sec- ond- ary.
Total private schools.....	72	¹ 12,819	11,554	1,220
Independent.....	23	4,887	4,415	472
Denominational.....	49	¹ 7,932	7,139	748
State and Federal.....	2	978	754	224

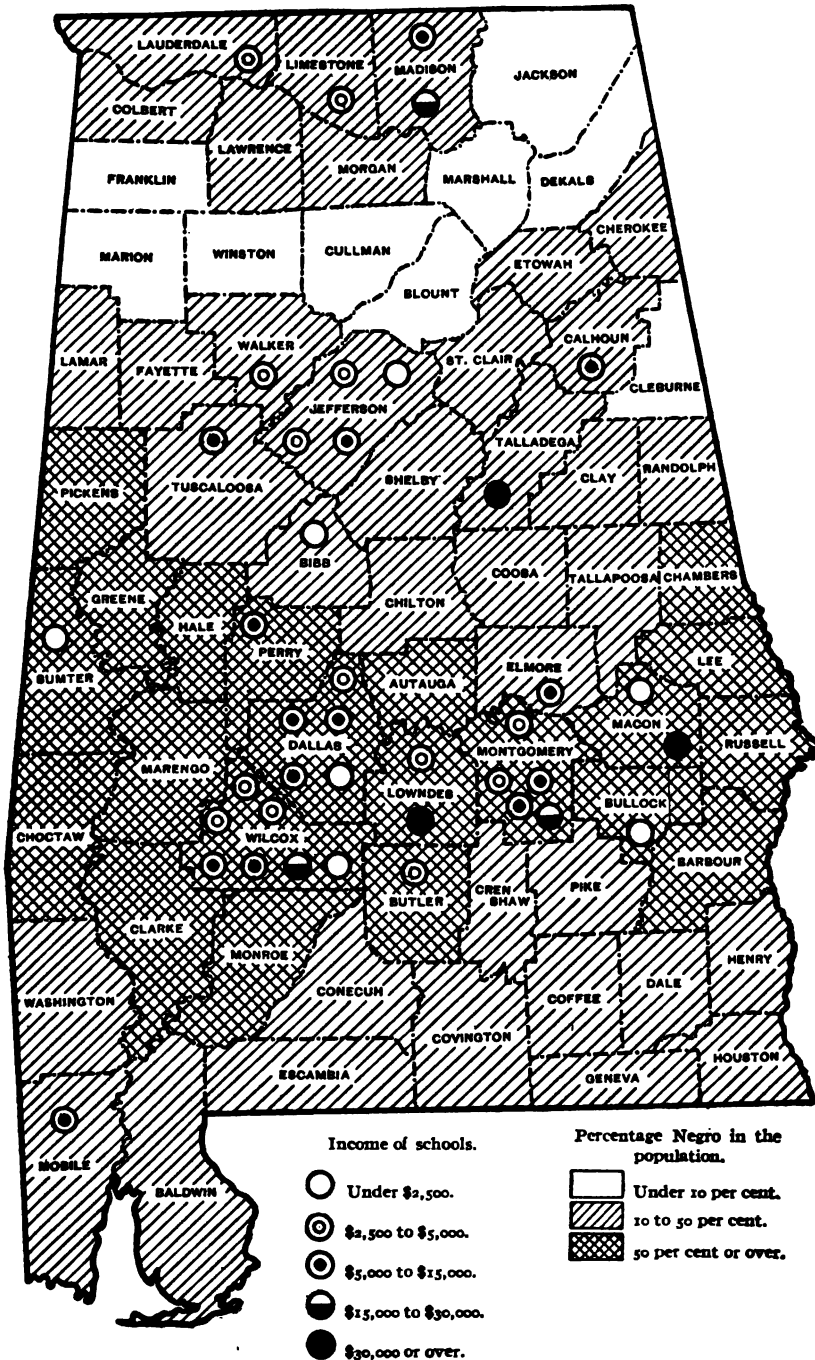
In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that less than one-tenth of their pupils are of secondary grade, and only 45 pupils are in college classes.

Attendance.—The United States census reported 208,548 colored children 6 to 14 years of age, of whom 102,813 were attending school in 1910. A study of the figures for the public and private schools shows that while a majority of the elementary colored pupils are in the public schools, a majority of the secondary pupils and all of the college students are in private schools. The large majority of the white secondary pupils, however, are in public schools, while those of collegiate grade are about equally divided between public and private institutions.

Elementary.—The inadequacy of the elementary school system for colored children is indicated by the fact that the attendance in both public and private schools is less than 50 per cent of the children of elementary school age. The average term of the public school is less than 5 months. According to the report of the State superintendent, 70 per cent of the colored teachers have only third-grade certificates, representing a preparation less than that usually given in the eight elementary grades. The 11,554 elementary pupils in the private schools receive fairly good instruction, but their number is only a small part of the 102,813 children attending school, and a still smaller fraction of the 208,548 children of elementary school age.

Secondary.—There are only three four-year public high schools for colored people in Alabama. The high schools in Tusculumbia and Huntsville share their buildings with elementary classes, and the one in Birmingham has recently been compelled to move into temporary quarters from a building condemned as unsafe. One school offers a three-year high-school course, and six or seven others have a few pupils above the eighth grade. The State normal school at Montgomery, supported by State funds, and the agricultural and mechanical school at Huntsville, maintained largely by Federal funds, offer four-year secondary courses.

¹ Includes 45 college students in Talledega College.



MAP 3.—PRIVATE SCHOOLS FOR NEGROES IN ALABAMA.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

Of the 1,998 secondary colored pupils in Alabama, 1,220 are in 22 private schools. Four-year courses are maintained in 11 of these private schools, with an enrollment of 970 pupils. The secondary work of the remaining 11 schools varies from a few subjects above the elementary grades to a full three-year course. The courses of study of most of these schools follow closely the college preparatory or classical type. Some of them still require Greek, and practically all make Latin the central subject. Very few have adequate provision for physical or social science.

College.—Talladega College is the only institution offering work of college grade to colored pupils, and its enrollment in college classes is only 45. A theological course of college grade is also offered in this institution. Most of the theological pupils are, however, of elementary or secondary grade of preparation. Other institutions claim "theological" courses, but the work consists largely of lectures to local ministers, who attend irregularly, or a mixture of theological and academic subjects, taught to pupils of elementary and secondary grade.

Teacher training.—The most urgent need of the colored schools in Alabama is trained teachers. The supply now depends almost entirely upon the secondary schools, most of which are private institutions. Of these only seven offer fairly adequate courses in teacher-training. Eleven others include one or two teacher-training subjects in their general course. To supplement these facilities, an effort has been made to develop county training schools. Through the cooperation of the Slater Fund and the General Education Board with the State department of education, four of these schools are now maintained. As yet, however, their work is almost entirely of elementary character. They are county centers at which some secondary and industrial training may be supplied to those who plan to teach in the rural schools. The pupils in the graduating classes of all the schools offering teacher-training subjects in 1915 numbered only 270, an annual output obviously inadequate to meet the need for teachers in a State with over 900,000 colored people and 2,350 colored public-school teachers, of whom 70 per cent are holding only third-grade certificates.¹

Industrial.—Through the influence of Tuskegee Institute, industrial training has received considerable recognition in Alabama. The State Agricultural and Mechanical College has long struggled, but with inadequate means, to teach trades. Calhoun Colored School, in Lowndes County, is genuinely interested in trade education, but its work is limited to the elementary grades. Snow Hill Industrial Institute, in Wilcox County, has also endeavored to give trade training, but its work has been hampered in various ways. Satisfactory industrial work is done in 10 private schools, and 7 others are attempting to give manual training. A number of the private schools give good instruction in cooking and sewing.

Agriculture.—The agricultural training of the colored people of Alabama depends on the extensive facilities of Tuskegee Institute and a few smaller schools. Of the smaller schools, Calhoun is doing especially effective work. Two others do fairly successful work. Nine other institutions have large farms, and some of their pupils are employed as laborers, the educational value of this labor varying with the institution. The majority of the schools, however, fail to provide for systematic training in agriculture. In the

¹ Many of the third-grade certificates are given in emergencies to teachers who can not pass the examination.

effort to acquire large farms all but a few of the schools have overlooked the educational possibilities of a well-planned course in gardening.

Supervision.—Through the cooperation of the State Department of Education and the General Education Board, a white supervisor is maintained for the colored rural schools. This supervisor travels over the State observing educational conditions and encouraging efforts for improvement. The more important agencies with which he cooperates are the Jeanes and Slater Funds, the Rosenwald Rural School Building Fund, and the extension department of Tuskegee Institute. In the summer of 1915 the State department cooperated with the summer schools for colored people at Tuskegee, Montgomery, and Birmingham. Teachers' institutes were also held in several places.

Seventeen counties in the State have Jeanes Fund supervisors traveling among the rural schools introducing industrial training and extending the influence of the school into the community. In 1915 the Jeanes Fund appropriated \$4,290 and the counties \$2,128, while the county supervisors raised \$19,171 by appeals to the people. A considerable portion of this sum was contributed to the Rosenwald rural schools and the county training schools. With the financial help of the General Education Board, these supervisors and other agents have organized "home-makers clubs" whose membership in 1915 numbered 5,111 colored girls and 3,408 mothers. These clubs put up over 250,000 quarts of fruits and vegetables and contributed much to the development of pride in home life. The campaign for building rural schoolhouses for colored children was begun as the result of the offer of Julius Rosenwald to supplement the efforts of any rural community to build a school for colored people. The Rosenwald Fund is managed by the extension department of Tuskegee Institute. So far the distribution has been much larger in Alabama than elsewhere. The total sum expended to the end of the school year 1916 was \$93,312. Of this, \$45,567 was contributed by the colored people, \$27,400 by the Rosenwald Fund, \$3,795 by white people of the community, and \$16,550 by the State.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary school system. The only agencies able to supply this need are the State, the county, and the local public school districts.

2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more summer schools and teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards.

3. More provision for instruction in gardening, household arts, and simple industries. In developing this work, school authorities of the counties would do well to consider the possibilities of the Jeanes Fund industrial supervisors.

4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 80 per cent rural.

5. Establishment of industrial high schools in cities.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

BIBB COUNTY.

	White.	Negro.
Population, 1910.....	15,081	7,710
Children 6 to 14 years of age, 1910.....	3,457	1,710
Teachers' salaries in public schools, 1911-12.....	\$32,599	\$4,739
Teachers' salaries per child 6 to 14 in county.....	\$9.42	\$2.77
Percentage illiterate, 1910.....	9.5	29.2

The entire population is rural. The average length of the public school term is 6.3 months for white pupils and 6.5 months for colored. The number of teachers is 88 in white schools and 19 in colored schools. The average attendance is 2,248 white pupils and 626 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. As the Centerville Industrial School supplements the public schools, effort should be made to reorganize its work so that it may offer better educational opportunities.

CENTERVILLE.

CENTERVILLE INDUSTRIAL SCHOOL.

Principal: H. D. Davidson.

An elementary school with a few boarding pupils. The plant is inadequate and the work has been handicapped by the indifference of local sentiment and by some errors of administration.

The school was founded in 1900 and is owned by an independent board of white and colored trustees.

Attendance.—The 130 pupils in 10 grades were doing elementary work. A little instruction in sewing and cooking is provided for girls, but there is no industrial training for boys.

Teachers.—Total, 3; all colored; male 1, female 2. The principal does a little teaching, but spends most of his time soliciting funds.

Financial, 1914-15.—No records are kept other than the unsystematic memoranda of the principal. As far as could be determined the more important items for the year were:

Income, excluding noneducational receipts.....	\$949
Expenditures, less noneducational receipts.....	937
Indebtedness.....	750
Value of plant.....	5,200

Sources of income: Northern friends, \$366; public funds, \$225; tuition and fees, \$138; loan to the principal, \$90; local rallies, entertainments, and contributions, \$85; church conferences, \$45. The noneducational receipts were from the farm and amounted to \$78. In addition, \$1,025 was raised through donations and \$175 was borrowed by the principal to pay off the mortgage indebtedness amounting to \$1,200.

Items of expenditure: Salaries, \$500; farm expenses, \$115; household and school equipment and supplies, \$88; traveling expenses, \$75; interest on debt, \$60; rent of house, \$60; printing, \$58; fuel and lights, \$45; other expenses, \$14.

Indebtedness: Through poor management and exorbitant amounts paid for school supplies and merchandise a large mortgage indebtedness was accumulated. From 1913 to 1915 approximately \$3,000 was raised through the efforts of the principal and this indebtedness was liquidated, leaving the school property clear. Of the moneys raised, however, \$750 represented loans to the principal, the larger part of which was paid on the mortgage and the other part used for the current expenses of the school.

Plant.—Land: Estimated value, \$2,000. The land comprises 85 acres on the edge of the town. A part of the land is cultivated on a commercial basis and the remainder is still covered with trees and underbrush.

. Buildings: Estimated value, \$2,000. The main building, a poorly constructed two-story frame building, is used for classrooms and chapel; it also provides accommodations for a few boarding pupils. There are two other small structures on the grounds, both old and of little value.

Movable equipment: Estimated value, \$1,200. Of this, \$600 was in farm implements and live stock, \$400 in school furniture, and \$200 in books, household furniture, and industrial apparatus.

Recommendation.—That contributions other than public funds be made through agencies having facilities for studying schools.

Dates of visits: May, 1913; May, 1914. Facts verified, 1916.

BULLOCK COUNTY.

	White.	Negro.
Population, 1910.....	4,833	25,362
Children 6 to 14 years of age, 1910.....	1,005	6,430
Teachers' salaries in public schools, 1911-12.....	\$28,092	\$6,114
Teachers' salaries per child 6 to 14 in county.....	\$27.45	\$0.95
Percentage illiterate, 1910.....	3.5	42.6

The rural population of Bullock County is 86.6 per cent of the total. The average length of the public school term is 8.2 months for white pupils and 4.2 months for colored. The number of teachers is 51 in white schools and 53 in colored schools. The average attendance is 784 white pupils and 2,279 colored pupils. Union Springs is the only town of considerable size in the county. This town cares for the colored elementary pupils fairly well in a three-teacher school with a nine months' term.

The function of a private school in the county should therefore be that of furnishing secondary and industrial facilities for the town and better classroom work for such pupils from rural districts as can attend. Located as it is in Union Springs, the Normal School duplicates the work of the public school. Should the advantages of its location at a railroad center demand that this school remain in the town, it should more and more resign its elementary work to the city school, and center its efforts on developing a small boarding department so that it may serve as a central training school where the colored pupils of the county may supplement the limited training received in the public schools.

UNION SPRINGS.

UNION SPRINGS NORMAL SCHOOL.

Principal: J. H. L. Smith.

An elementary day school, with a few pupils in secondary subjects. It was founded in 1900 by three local Baptist associations and is owned and controlled by a board of colored trustees elected by the associations.

Attendance.—Total, 365; elementary 330, secondary 35. Some instruction in sewing and basketry is provided.

Teachers and workers.—Total, 5; all colored; male 1, female 4.

Financial, 1912-13.—The income amounted to approximately \$1,600, of which about \$1,200 was from the Baptist associations and \$400 from tuition and fees. Practically all of the income was expended for salaries. The indebtedness amounted to \$450.

Plant.—Estimated value, \$4,300. Of this, \$1,500 is in land, \$2,500 in buildings, and \$300 in equipment. The land consists of a city block. The building is a one-story frame structure. The equipment is poor. The premises are neglected and the building is in bad repair.

Recommendations.—1. That the Baptist associations endeavor to have the public schools take care of the elementary pupils.

2. That provision be made for teacher training, theory and practice of gardening, and simple industrial work.¹

Date of visit: May, 1913.

BUTLER COUNTY.

	White.	Negro.
Population, 1910.....	13, 654	15, 373
Children 6 to 14 years of age, 1910.....	3, 060	3, 805
Teachers' salaries in public schools, 1911-12.....	\$31, 376	\$4, 973
Teachers' salaries per child 6 to 14 in county.....	\$10. 25	\$1. 30
Percentage illiterate, 1910.....	8. 3	42. 1

The rural population is 88.4 per cent of the total. The average length of the public school term is 5.9 months for white pupils and 4 months for colored. The number of teachers is 102 in white schools and 44 in colored schools. The average attendance is 2,443 white pupils and 1,919 colored pupils.

These statistics indicate the need for additional educational facilities. Two private institutions, both at Greenville, are endeavoring to meet this need. Only one of these, the Lomax-Hannon School, shows possibilities as a central school for the county. The other, a Baptist institution, is discussed in the summary of local Baptist schools. It has very limited support and attendance, and would therefore serve a more useful purpose if it could be moved into a rural district or combined with some of the stronger Baptist schools of the State.

¹ See recommendations in summary chapter, p. 22.

GREENVILLE.

LOMAX-HANNON HIGH AND INDUSTRIAL SCHOOL.

Principal: J. R. Wingfield.

A good elementary school with a few pupils in the ninth and tenth grades.

The school was founded in 1898 by the African Methodist Episcopal Zion Church. It is owned and controlled by a board of trustees, most of whom are members of that denomination.

Attendance.—Total, 137; elementary 113, secondary 24; male 65, female 72; boarders

43. The reported enrollment for the year was 237.

Teachers.—Total, 8; all colored; male 3, female 5.

Organization.—Elementary: The eight elementary grades are well taught.

Secondary: The secondary pupils are in the ninth and tenth grades; they have the usual high-school subjects. The school claims a theological department, but the work consists only of Bible study in all the grades. No regular teacher is assigned to this department. There is no industrial work for boys, and the limited domestic science equipment is not used.

Financial, 1913-14.—An honest effort is made to keep books, and a reasonably clear statement of the financial transactions of the school was given. The more important financial items were as follows:

Income.....	\$4, 074
Expenditures.....	3, 815
Value of plant.....	25, 450

Sources of income: Board of Education of the A. M. E. Z. Church, \$1,900; tuition and fees, \$949; individual churches, \$685; Julius Rosenwald, \$500; rent of farm, \$40. The Rosenwald gift was special and intended to be used for general improvement. The boarding department is conducted privately by the president, and figures for the department are omitted.

Items of expenditure: Teachers' salaries, \$1,400; building principal's house, \$1,200; heat, light, and water, \$800; repairs, \$335; printing and advertising, \$80. The unexpended balance amounted to \$259.

Plant.—Land: Estimated value, \$2,600. The school owns 26 acres of land. Two or three acres are used for school campus and the remainder is rented out.

Buildings: Estimated value, \$21,200. There are two brick buildings of two stories each and one frame cottage.

Movable equipment: Estimated value, \$1,650. Of this, \$1,000 is in furniture, \$500 in library books, and \$150 in domestic-science equipment.

The campus is fairly well kept. The fences are whitewashed, and the grounds present a neat appearance, but they could be greatly improved by trees and shrubbery. The buildings are in good repair, and the dormitories for both boys and girls are clean.

Recommendations.—1. That the school work be better adapted to the needs of the community.

2. That gardening and industrial training be made effective.¹

¹ See recommendations in summary chapter, p. 22.

3. That the ministerial training be limited to instruction suited to the needs of local ministers.

Date of visit: January, 1915.

CALHOUN COUNTY.

There are no private schools for colored people in the county outside of the city of Anniston. A Jeanes Fund supervising industrial teacher travels in the county, helping the rural-school teachers to introduce industrial work and to extend the work of the school into the community.

ANNISTON.

	White.	Negro.
Population, 1910.....	8, 224	4, 570
Children 6 to 14 years of age.....	1, 561	874
Teachers' salaries in public schools, 1911-12.....	\$16, 055	\$2, 360
Teachers' salaries per child 6 to 14 in city.....	\$10. 28	\$2. 70
Percentage illiterate.....	6. 6	24. 3

There are 4 public schools for white pupils and 2 for colored. The number of teachers is 25 in white schools and 7 in colored schools. The average attendance is 872 white pupils and 206 colored pupils. One of the public schools does fairly good industrial work and provides instruction in a few secondary subjects. Since the Baptist Normal and Industrial College is of slight educational value and the Barber Memorial Seminary is for boarders only, effort should be made to increase the public-school facilities. The Barber Memorial Seminary and the small parochial school connected with it are described herewith, and the Baptist institution is described in the summary of local Baptist schools for Alabama.

BARBER MEMORIAL SEMINARY.

President: Robert L. Alter.¹

A girls' school of elementary and secondary grade. All pupils are required to board at the institution. The school is successful in its classroom work and home training.

The school was founded in 1896 and is owned by a corporation of 10 white trustees. It is controlled and aided by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 135; elementary 119, secondary 16. Of those reporting home address only seven were from Anniston.

Teachers and workers.—Total, 16; white 13, colored 3; male 2, female 14; grades and academic 7, industrial 2, music 1, gardening 1, administrative workers 3, other workers 2.

Organization.—Elementary: There are five "preparatory" and "grammar" grades, corresponding roughly to the usual upper elementary grades, with a little algebra and teacher training added in the last year. Physiology and a half year of classroom agriculture are included.

Secondary: Secondary work is done in the three-year seminary course. It includes: Latin, 3 years; English, 2; mathematics, 3; history, 2; Bible, 2; psychology, $\frac{1}{2}$; music, $\frac{1}{2}$; education, $\frac{1}{2}$. No provision is made for science.

¹ White.

Industrial: Excellent instruction in sewing is provided. The cooking is done chiefly in connection with the boarding department, and could be improved by the addition of theoretical work.

Financial, 1913-14.—No systematic accounts are kept. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$8,791
Expenditures, less noneducational receipts.....	8,142
Value of plant.....	55,000

Sources of income: Presbyterian Board of Missions, \$8,620; donations, \$95; other sources, \$76. The noneducational receipts were from the boarding department and amounted to \$5,841.

Items of expenditure: Salaries, \$5,264; supplies for boarding department, \$4,841; furniture and books, \$972; repairs, \$955; power, light, and fuel, \$912; outside sales, \$553; other expenses, \$486.

Plant.—Land: Estimated value, \$10,000. The school owns 75 acres of land on a mountain side within the city limits. The land is not adapted to cultivation and only a small plat is used for gardening.

Building: Estimated value, \$40,000. The one building is a substantial three-story brick structure. The Presbyterian Church building is also located on the school grounds.

Movable equipment: Estimated value, \$5,000. Practically all the equipment is furniture for classroom and dormitories.

Recommendations.—1. That the curriculum be reorganized so as to make adequate provision for teacher training, elementary science, hygiene and sanitation, and the theory and practice of gardening.¹

2. That the officers of the institution strive for more active cooperation with the schools of the county and the State.

3. That the administration provide for adequate accounts and records and for effective supervision of school activities.

Dates of visits: May, 1913, February, 1915.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: A. W. Rice, the local pastor.

A small elementary school held in the church on the Barber Memorial Seminary grounds. The teachers are the pastor and one woman assistant. There were 80 pupils enrolled, all of whom were below the seventh grade. The school receives no aid from the Presbyterian Board but is supported by tuition.

Recommendation.—That the work be brought into close connection with Barber Memorial Seminary so that it may receive proper supervision and support and may serve as a practice school for the teachers trained at the seminary.

Date of visit. February, 1915.

COLBERT COUNTY.

	White.	Negro.
Population, 1910.....	15,352	9,449
Children 6 to 14 years of age, 1910.....	3,239	2,205
Teachers' salaries in public schools, 1911-12.....	\$33,200	\$7,460
Teachers' salaries per child 6 to 14 in county.....	\$10.25	\$3.38
Percentage illiterate, 1910.....	10.2	37.5

¹ See recommendations in summary chapter, p. 22.

The rural population is 85.1 per cent of the total. The average length of the public-school term is 6.6 months for white pupils and 5.5 months for colored. The number of teachers is 70 in white schools and 26 in colored schools. The average attendance is 1,469 white pupils and 749 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The only public high school in the county is at Tuscumbia. The colored people of the community raise about \$1,000 annually to supplement the public appropriation to this school.

TUSCUMBIA.

TUSCUMBIA COLORED HIGH SCHOOL

Principal: G. W. Trenholm.

A public high school doing three years of work, including a limited amount of industrial training for girls. Elementary grades are taught in the same building.

Attendance.—Secondary, 32; male 7, female 25. The elementary enrollment was 200.

Teachers.—Secondary 3; all colored; male 1, female 2. There were three teachers for the elementary grades.

Organization.—Secondary: The secondary course includes: English, 4½ years; mathematics, 3; Latin, 2½; German, 1; pedagogy and psychology, ½; physics, 1; biology, ½; history, 1.

Industrial: Sewing is the only industrial subject in the high school. The elementary pupils have sewing, shuck work, and raffia.

Plant.—Estimated value, \$5,000. The plant consists of 1¼ acres of land, a two-story frame building, and equipment valued at \$400.

COOSA COUNTY.

	White.	Negro.
Population, 1910.....	10, 378	6, 256
Children 6 to 14 years of age, 1910.....	2, 326	1, 722
Teachers' salaries in public schools, 1911-12.....	\$20, 624	\$3, 896
Teachers' salaries per child 6 to 14 in county.....	\$8. 86	\$2. 26
Percentage illiterate, 1910.....	8. 5	41. 1

The entire population is rural. The average length of the public school term is 6.2 months for white pupils and 4.8 months for colored. The number of teachers is 65 in white schools and 24 in colored schools. The average attendance is 1,498 white pupils and 531 colored pupils.

These statistics indicate a need for additional school facilities. The most important effort to meet this need is the development of the county training school described below. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising industrial teacher travels in the county, helping the teachers in rural schools to introduce industrial work and extend the influence of the school into the community.

COTTAGE GROVE.

COOSA COUNTY TRAINING SCHOOL.

Principal: R. W. Taylor.

A school of elementary grade with a few pupils in secondary subjects. It has been selected as a central institution to supplement the work of the public schools.

Attendance.—Total, 189; elementary 176, secondary 13; boarders, 17.

Teachers.—Total, 4; all colored; male 1, female 3. In addition a teacher of agriculture is employed for two days each week.

Organization.—An eight-grade course is provided, with good work in sewing and cooking for girls and cobbling for boys. Practical work is done in farming and poultry raising. The extension activities include a lecture course for the farmers of the county, conducted with Smith-Lever funds, and canning clubs. A county supervising teacher makes her headquarters at the school. The school term is seven months.

Financial, 1914-15.—The income amounted to approximately \$1,650, of which \$750 was from the county, \$500 from the Slater Fund, \$300 from tuition, and \$100 from other sources. Of the income, \$1,618 was expended for salaries and the balance for general purposes.

Plant.—Estimated value, \$11,000. Of this \$2,500 was in land, \$8,000 in building, and about \$500 in equipment. A part of the land is used for farm, garden, and orchard. There are two large buildings and three smaller structures. The premises are well kept.

Recommendation.—That the work be encouraged and additional facilities for teacher-training and high-school subjects be supplied as needed.

DALLAS COUNTY.

	White.	Negro.
Population, 1910.....	9,890	43,511
Children 6 to 14 years of age, 1910.....	1,773	9,717
Teachers' salaries in public schools, 1911-12.....	\$45,507	\$12,363
Teachers' salaries per child 6 to 14 in county.....	\$25.66	\$1.27
Percentage illiterate, 1910.....	2.4	47.1

The rural population is 74.4 per cent of the total. The average length of the public school term is 8 months for white pupils and 5 months for colored. The number of teachers is 84 in white schools and 101 in colored schools. The average attendance is 1,180 white pupils and 3,112 colored pupils.

These statistics indicate the need for additional school facilities. This need would be more apparent if the figures for the city of Selma were excluded. Since the rural districts have a very large colored population, the work of the elementary schools should be extended and strengthened. The two private schools outside of the city of Selma are at Beloit and Richmond, where they supply the only school facilities. Special effort should be made to reorganize these schools so that they may furnish better educational opportunities to the pupils of rural districts.

BELOIT.

THE INDUSTRIAL MISSIONARY ASSOCIATION SCHOOL.

President: C. B. Curtis.¹

An elementary day school with insufficient equipment, operated as a department of the Industrial Missionary Association.² It was founded in 1888 by Rev. C. B. Curtis, who is president and general manager of the association.

Attendance.—Total, 157. There were no pupils above the sixth grade. Industrial training is limited to a little sewing.

Teachers and workers.—Total, 6; white 1, colored 5; male 1, female 4. The teachers are fairly well trained.

Financial, 1912-13.—According to the printed report of the association, which contains the only available figures for the school, the income for the year was \$4,067. Practically all of the income was expended for salaries.

Plant.—Estimated value, \$4,000. The school plant consists of about 2 acres of land and three frame buildings. One of the larger buildings contains six classrooms; the other buildings are used for teachers' homes. The classrooms are well equipped.

Recommendations.—1. That the association endeavor to sell the property and use the money as endowment for the school.

2. That simple manual training for boys be emphasized.³

3. That an active treasurer be appointed and more detailed accounts kept.

Dates of visits: May, 1913; April, 1914; February, 1915.

RICHMOND.

STREET MANUAL TRAINING SCHOOL.

Principal: E. M. Brown.

An elementary day school in a rural community. It is the only school for colored children in the district.

The school was founded in 1904 by the principal and is owned by an incorporated board of trustees. It is supported by donations and receives a small appropriation from the county.

Attendance.—Total, 118; all elementary. Although no pupils board at the school, a few from surrounding towns board with families in the community. The reported enrollment for the year was 184.

Teachers and workers.—Total, 8; all colored; male 4, female 4; academic 3, agriculture 1, domestic science 1, other workers 3.

¹ White.

² The Industrial Missionary Association is an organization claiming to aid colored people in maintaining schools and churches and in purchasing farms. The management is almost entirely in the hands of the president and his wife, who is the treasurer of the association. The board of directors is composed chiefly of local colored people who have but little authority in the affairs of the association. Operations were begun in 1888 with 4,000 acres of land and a small school building. About 1,000 acres of this land have been sold to colored farmers. A large part of the remainder is cultivated by tenants. The association also owns a general merchandise store, a sawmill, cotton gin, and a meal and grist mill, which are managed as private enterprises by a colored man, who also acts as secretary of the association. The land and wares are sold at the regular market price, and the prevailing rate of interest is charged on sums due the association.

Through defects in the management and lack of confidence on the part of the local people the plan of the association has for the most part been unsuccessful.

³ See recommendations in summary chapter, p. 22.

Organization.—The eight elementary grades are fairly well taught. The manual training work is negligible. Instruction in elementary agriculture is provided.

Financial, 1913-14.—The more important financial items for the year were:

Income, excluding noneducational receipts.....	\$2,300
Expenditures, less noneducational receipts.....	2,300
Indebtedness.....	1,784
Value of plant.....	13,900

Sources of income: General donations, \$2,000; public school funds, \$200; tuition and fees, \$100. The non-educational receipts amounted to \$800, of which \$700 was from teachers' board and \$100 from products of the farm and shops.

Items of expenditure: Teachers' salaries, \$1,500; equipment, \$800; supplies for boarding department, \$500; traveling expenses, \$200; repairs and other expenses, \$100.

Indebtedness: The indebtedness consisted of unpaid accounts for building and supplies.

Plant.—Land: Estimated value, \$1,050. The school owns 30 acres of land, of which 25 acres are cultivated as farm and garden.

Buildings: Estimated value, \$10,850. There are two 2-story buildings, a five-room cottage and a two-room house, all frame structures. The two main buildings are poorly planned and of inferior construction.

Movable equipment: Estimated value, \$2,000. Of the equipment about \$1,000 is in shop tools, farm implements and live stock, and the remainder in classroom and household furniture.

Recommendations.—1. That the institution be developed as a community school.

2. That special effort be made to establish manual training for boys.¹

3. That the trustees make an effort to develop increased cooperation with the county.¹

4. That the trustees endeavor to provide the small income necessary for this purely local school, thereby saving the disproportionately large amount of traveling expense and enabling the principal to spend more of his time at the school.

Date of visit: January, 1915.

SELMA.

	White.	Negro.
Population, 1910.....	5,786	7,863
Children 6 to 14 years of age, 1910.....	937	1,281
Teachers' salaries in public schools, 1911-12.....	\$19,231	\$3,564
Teachers' salaries per child 6 to 14 in city.....	\$20.44	\$2.78
Percentage illiterate, 1910.....	1.6	28.5

There are 3 public schools for white pupils and 1 for colored. The number of teachers is 24 in white schools and 10 in colored schools. The average attendance is 716 white pupils and 384 colored pupils. While the one public school for colored people is above the average in quality of work, it is entirely inadequate for the city, accommodating only about one-third of the children 6 to 14. The existence of three private schools, with elementary departments having an aggregate attendance of 1,196, has doubtless relieved the public officials of a proper feeling of responsibility for developing an ade-

¹ See recommendations in summary chapter, p. 22.

quate city school system; while the competition between the private schools and the need of elementary work in different sections of the city have led private institutions to extend their elementary departments unnecessarily. Effort should be made by the city officials and the Reformed Presbyterian Mission board to develop cooperation between the Knox Academy with its branch institutions and the public school. These institutions could adequately supply the need for elementary and secondary training in the city. Selma University and Payne University should abandon the attempt to do elementary work and center their efforts on the secondary and teacher-training departments. As these schools are located near each other an exchange of teachers might prove profitable.

KNOX ACADEMY.

Superintendent: George A. Edgar.¹

A well-managed school with large elementary and small secondary enrollment. The institution comprises a central school and three branch schools. One branch is in East Selma and two in outlying sections of Dallas County.

The school was founded in 1874 by the Central Board of Missions of the Reformed Presbyterian Church; it is the only institution owned and supported by this board.

Attendance.—Total in central school, 450; elementary 422, secondary 28. The total enrollment for the year in the central school was 617. The three branch schools enrolled 255.

Teachers and workers.—Total, 17; white 7, colored 10; male 2, female 15. Three teach industrial subjects. The teachers are earnest and effective in their work.

Organization.—Elementary: The elementary work covers the usual eight grades.

Secondary: The high-school course comprises the regular college preparatory subjects, with limited work in wood and iron for boys and cooking and sewing for girls. The industrial work, though limited in equipment and time allotment, is thorough.

Financial, 1913-14.—The more important financial items were:

Income, excluding noneducational receipts.....	\$7,300
Expenditures, less noneducational receipts.....	7,300
Value of plant.....	52,500

Sources of income: Reformed Presbyterian Board and churches, \$6,000; tuition and fees, \$1,200; donations, \$100.

Items of expenditure: Salaries, \$6,000; other expenses, \$1,300.

Plant.—Land: Estimated value, \$1,500. The land comprises a large city lot. Very little space is provided for recreation.

Buildings: Estimated value, \$48,000. There are three brick buildings, one of which is a three-story structure where all the academic work is done. The others are the domestic science building and the boys' industrial building. In addition, there are two neat frame cottages used by the principal and the teachers and three buildings used for the branch schools.

¹ White; elected since date of visit.

Movable equipment: Estimated value, \$3,000. The industrial equipment is meager. The school is furnished with patent desks and has an auditorium which seats about 500. There is an excellent artesian well on the grounds.

Recommendation.—That the city and county be urged to relieve this institution of elementary pupils, so that efforts may be centered on secondary courses and teacher training.

Dates of visits: May, 1913; January, 1914; January, 1915.

PAYNE UNIVERSITY.

President: H. E. Archer.

A school of elementary and secondary grade. The organization is complicated, and many of the courses are not adapted to the needs of the pupils.

The school was founded in 1888, and is owned by the six Alabama conferences of the African Methodist Episcopal Church. There are 125 trustees. Each trustee is expected to contribute \$10 to the school annually.

Attendance.—Total, 265; elementary 208, secondary 57; boarders, 75. Of the pupils above the sixth grade 33 were male and 54 female.

Teachers and workers.—Total, 13, all colored; male 4, female 9; grades 4, academic 8, matron 1. Four of the teachers taught in the first six grades. Above the sixth grade there were 8 teachers.

Organization.—Elementary: The elementary work is done in the six grades and in two additional years. In spite of the small teaching force and crowded conditions some of the work is excellently done.

Secondary: The pupils above the eighth year are designated as "normal" or "college." The course includes: Latin, 4 years; Greek, 1; German, 1; English, 4; mathematics, 7; history, 2; economics, 1; psychology, 1; education, 1; physiology, 1; elementary science, 3. The emphasis on mathematics and ancient languages is excessive. The 6 "theological" students reported were taking various combinations of elementary, secondary, and simple theological subjects. Though the combination of subjects in both the secondary and the theological courses is unwise, some of the teaching is fairly effective. The course is too heavy for eight teachers to handle.

Financial, 1913-14.—The financial management is divided between the president and a nonresident treasurer. Neither of these officers keeps systematic records of the financial operations and only estimates could be given. According to estimates by the president the more important items, excluding the boarding department, were:

Income.....	\$6,500
Expenditure.....	6,400
Indebtedness.....	1,800
Value of plant.....	35,600

Sources of income: A. M. E. conferences and Sunday schools, \$5,000; tuition and fees, \$1,500. Figures for the boarding department could not be obtained.

Items of expenditure: Teachers' salaries, \$5,400; other expenses, \$1,000.

Indebtedness: The indebtedness of \$1,800 is secured by a mortgage on part of the school property.

Plant.—Land: Estimated value, \$10,000. The land comprises a city block conveniently located for school purposes.

Buildings: Estimated value, \$24,000. There are two large buildings and several cottages on the grounds. The academic building is a two-story brick structure and contains classrooms, chapel, and offices. The girls' dormitory is a three-story frame building. There are several one-story frame cottages used for teachers' homes and boys' dormitories. The grounds are not well kept and the buildings are poorly constructed and in need of repair.

Movable equipment: Estimated value, \$1,600. It is chiefly furniture and classroom fixtures.

Recommendations.—1. That the work be simplified and confined to a few well-chosen courses with a reasonable number of pupils.

2. That the large elementary and secondary departments be not neglected in the effort to maintain college and theological departments with a few pupils.

3. That the secondary department be limited to a course resembling the present normal course.

4. That the courses in manual training and gardening be made effective.¹

5. That the double financial management be abolished, a good accounting system installed, and an annual audit made by an accredited accountant.

Dates of visits: May, 1913; January, 1915.

SELMA UNIVERSITY.

President: R. T. Pollard.²

A school of secondary grade with large elementary attendance. The organization is unduly elaborate, the management is not effective, and the supervision of the dormitories is inadequate.

The institution was founded in 1878 by the Negro Baptist State Convention of Alabama. It is controlled by a board of 15 colored trustees and is aided by the American Baptist Home Mission Society.

Attendance.—Total, 268; elementary 161, secondary 107. Of the secondary pupils, 9 were reported in college classes. Of the pupils above the eighth grade, 48 were male and 59 female; there were 73 boarders. The reported enrollment for the year was 450.

Teachers and workers.—Total, 21; colored 20, white 1; male 8, female 13; grades 3, academic 9, girls' industries 2, theology 2, music 1, commercial 1, other workers 3.

Organization.—Elementary: The elementary work covers eight grades.

Secondary: The three secondary courses outlined in the catalogue are called "college preparatory," "scientific," and "normal." The pupils who reported in the "college preparatory" and "scientific" courses were, however, taking practically the same work. The subjects of these courses are: Latin, 4 years; Greek, 1; English, 4; mathematics, 3; elementary science, 3; history, 1; economics, $\frac{1}{2}$; ethics, $\frac{1}{2}$; Bible 1. Some pupils elect two additional years of Greek. The subjects of the "normal" course are: Latin, 2 years; English, 3; mathematics, 2; history, 2; economics, $\frac{1}{2}$; elementary science, 1; psychology, 1; education, 1; ethics, $\frac{1}{2}$; agriculture, $\frac{1}{2}$. There was practically

¹ See recommendations in summary chapter, p. 22.

² Elected since date of visit.

no laboratory equipment for science. The 9 pupils reported in college classes were continuing the secondary work.

Theological: No theological pupils were present on the day the school was visited. The theological subjects are for preachers in service who desire to add to their limited education.

Industrial: Instruction in cooking and sewing is provided for the girls of the "normal" course. There is no industrial work for boys. The 36 acres of land are not used for educational purposes.

Discipline: The condition of the dormitory rooms indicated lax discipline.

Financial, 1913-14.—The books were kept in accordance with a system outlined by the American Baptist Home Mission Society, but the transactions involving the boarding department and student labor were not clearly shown. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$9, 479
Expenditures, less noneducational receipts.....	9, 402
Indebtedness.....	7, 200
Value of plant.....	83, 000

Sources of income: Churches, individuals, and Sunday Schools, \$5,776; tuition and fees, \$1,278; American Baptist Home Mission Societies, \$1,000; other sources, \$1,425. The noneducational receipts amounted to \$8,747, of which \$7,681 was from the boarding department and \$1,066 from sale of books.

Items of expenditure: Salaries, \$6,883; supplies and materials for boarding department, \$5,435; light, heat, and water, \$1,233; supplies for academic department, \$1,117; student labor, \$889; repairs, \$845; travel, \$622; supplies and sundries, \$486; outside labor, \$57; other expenses, \$582.

Plant.—Land: Estimated value, \$15,000. The land comprises 36 acres near the city limits. Approximately 20 acres are rented out. The remaining land is used for campus.

Buildings: Estimated value, \$65,000. There are three brick buildings, one cottage, and several small houses. The main building, three stories high, is used for classrooms, chapel, offices, and boys' dormitory. One of the girls' dormitories is three stories high and contains dining hall and classrooms on the first floor; the other is two stories high and contains laundry and classrooms for the primary grades in the basement. The cottages are used as residences by the principal and teachers. The buildings are poorly kept and in need of repair.

Movable equipment: Estimated value, \$3,000. Of the equipment, \$2,500 is in furniture for classrooms and dormitories, \$300 in farm equipment and live stock, and \$200 in other movable property.

Recommendations.—1. That the elementary department be discontinued and the energies of the institution centered on a secondary course designed to train teachers and preachers for a people 80 per cent rural.

2. That college work be deferred until the secondary department is adequately equipped.

NEGRO EDUCATION.

3. That the theory and practice of gardening and simple manual training be made part of the regular course.¹

4. That the dormitories be so supervised as to impress the pupils with the importance of cleanliness and order.

Dates of visits: May, 1913; January, 1915; January, 1916.

ELMORE COUNTY.

	White.	Negro.
Population, 1910.....	14,999	13,246
Children 6 to 14 years of age, 1910.....	3,311	3,128
Teachers' salaries in public schools, 1911-12.....	\$35,183	\$3,680
Teachers' salaries per child 6 to 14 in county.....	\$10.62	\$1.16
Percentage illiterate, 1910.....	6.3	39.3

The entire population is rural. The average length of the public-school term is 7.1 months for white pupils and 4.4 months for colored. The number of teachers is 97 in white schools and 33 in colored schools. The average attendance is 2,106 white pupils and 827 colored pupils. These statistics indicate the need of additional school facilities. This need justifies the maintenance of the private school at Kowaliga, provided it is continued as a central training school for the county. The work of the public elementary schools should be extended and strengthened.

KOWALIGA.

KOWALIGA ACADEMIC AND INDUSTRIAL INSTITUTE.

Principal: J. A. Dingus.²

An elementary day school in a small rural community. Some provision is made for manual training and agricultural instruction.

The school was founded in 1898 by William E. Benson, a colored man, native of the community. It was a part of a general enterprise which included, besides the school, the Dixie Industrial Co.³ The school is owned by a board of trustees of prominent Northern men and women and local colored men.

Attendance.—Total, 170. All the pupils are in elementary grades.

Teachers.—Total, 12; all colored; male 8, female 4. The teachers are, for the most part, graduates of good schools and competent to do the teaching assigned to them.

Organization.—The classroom work is elementary. Manual training in wood and iron is taught to boys and some instruction in agriculture is provided. Girls are taught cooking, sewing, millinery, and basketry.

Financial, 1912-13.—A good system of accounting has been installed at the school. According to the auditor's statement for the year, the more important items were:

Income, excluding noneducational receipts.....	\$8,076
Expenditures, less noneducational receipts.....	7,672
Indebtedness.....	10,601
Value of property.....	33,341

¹ See recommendations in summary chapter, p. 22

² Elected since date of visit.

³ The Dixie Industrial Co. is a commercial concern capitalized at \$100,000 and owning 10,000 acres of land, a store, a turpentine still, cottonseed-oil mill, cotton gin, and 50 tenant farms aggregating 1,800 acres. It recently borrowed \$75,000 in order to construct a railroad connecting the Dixie industries with the railroad station 15 miles away. The school and the company have some trustees in common, but are separate organizations.

Sources of income: General donations, \$7,641; tuition and fees, \$245; other sources, \$190. The noneducational receipts were from the boarding department.

Items of expenditure: Salaries, \$2,671; traveling expenses of treasurer, \$1,816; office expenses, \$1,605; net cost of boarding department, \$1,152; supplies for academic department, \$195; net cost of farm, \$190; students' aid, \$43.

Indebtedness: Of the indebtedness, \$9,166 was in notes payable and \$1,445 in accounts payable to tradesmen, teachers, and others.

School property: The property consists of \$25,511 in the school plant and \$7,830 in endowment. Of the endowment \$7,230 is in shares of stock in the Dixie Industrial Co.

Plant.—Land: Estimated value, \$2,872. The land comprises 249 acres. About 50 acres have been under cultivation.

Buildings: Estimated value, \$18,447. There are three 2-story buildings, a 1-story building, and a large barn. The buildings are neat frame structures, fairly well kept.

Movable equipment: Estimated value, \$4,192. The equipment consists of classroom, dormitory, and office furniture, some farm implements and shop tools.

Recommendation.—That the trustees maintain the school as a community school and endeavor to develop cooperation with the county.

Dates of visits: May, 1913; May, 1914.

JEFFERSON COUNTY.

	White.	Negro.
Population, 1910.....	135,839	90,617
Children 6 to 14 years of age, 1910.....	25,834	14,391
Teachers' salaries in public schools, 1911-12.....	\$442,356	\$65,077
Teachers' salaries per child 6 to 14 in county.....	\$17.12	\$4.52
Percentage illiterate, 1910.....	3.6	25.4

The rural population is 36.6 per cent of the total. The average length of the public school term is 7.7 months for white pupils and 6.5 months for colored. The number of teachers is 755 in white schools and 222 in colored schools. The average attendance is 20,970 white pupils and 8,107 colored pupils. Though the schools of Jefferson County are increasing in efficiency, the large mining population renders it difficult for the schools to keep up with the growth of the community. Outside of the city of Birmingham there are no strictly private schools. Some of the mining companies aid the public schools by assessing each miner \$1 per month. This sum is deducted from the salary of the miner and paid to the school by the company. A Jeanes Fund supervising industrial teacher travels in the county aiding the teachers in rural schools to introduce industrial work and to extend the influence of the school into the community.

BIRMINGHAM.

	White.	Negro.
Population, 1910.....	80,369	52,305
Children 6 to 14 years of age.....	13,557	7,982
Teachers' salaries in public schools, 1911-12.....	\$300,719	\$41,692
Teachers' salaries per child 6 to 14 in city.....	\$22.17	\$5.22
Percentage illiterate, 1910.....	2.3	22.1

There are 38 public schools for white pupils and 21 for colored. The number of teachers is 455 in white schools and 122 in colored schools. The average attendance is 11,735 white pupils and 4,603 colored pupils. The growth of the city of Birmingham has been so rapid that it has been difficult to provide proper buildings for the school children of either race. The colored schools have an aggregate attendance of 4,603, or about 60 per cent of the number of children 6 to 14 years of age. The Thomas School is modern and well equipped, but most of the schools are housed in old frame buildings. Only about half the buildings are owned by the city. In 1915 the colored high school building was condemned and the school was temporarily moved to rented quarters. There are five private schools within the city limits. Three are in the city proper and two are in such sparsely settled suburbs that they really belong to the rural section of the county. The three schools in the city have an attendance of 514 pupils, mostly elementary. The two suburban schools have an attendance of 410, of whom 106 are secondary. All these schools are evidently needed to supplement the city and county systems. Tuggle Institute, however, would serve a more useful purpose if moved to a rural section and reorganized on a simpler basis. This school is described in the summary of small independent schools of Alabama.

Miles Memorial College is the only school in Alabama maintained by the Colored Methodist Episcopal Church, and Central Alabama Institute serves as the State Methodist Episcopal school. With their denominational support both of these schools could be developed as boarding schools serving a large territory. Their support would have to be increased, however, and their secondary work strengthened before they could serve this purpose adequately. In view of the industrial opportunities in and around Birmingham it is unfortunate that neither of these schools places adequate emphasis on industrial work.

BIRMINGHAM PUBLIC HIGH SCHOOL.

Principal: A. H. Parker.

A large public high school doing good industrial work in spite of cramped quarters.

Attendance.—Total, 387. The total annual enrollment was 428, of whom 139 were male and 289 female.

Teachers.—Total, 9; all colored; male 3, female 6.

Organization.—The course is commendably simple; it is modern in its provision for history and science. No foreign language is taught.

Industrial: All pupils take 5 hours a week of industrial work. The boys have carpentry and tailoring throughout the course; the girls, cooking and sewing. In addition to the practical work in cooking and sewing, the girls have 2 years in the theory of household arts.

Plant.—The plant has been neglected, and in 1915 the building was condemned by the city authorities. The school has since been taught in a rented building.

Date of visit: February, 1915.

MILES MEMORIAL COLLEGE.

President: G. A. Payne.

A school of elementary and secondary grade which has become disorganized as a result of frequent changes in administration and lax methods on the part of previous administrations.

The school was founded in 1907 and is owned and controlled by the Alabama conference of the Colored Methodist Episcopal Church. Members of the board of trustees are selected by the conference and the bishop has supervision over the school.

Attendance.—Total, 220; elementary 165, secondary 55; boarders, 109. Of the 55 secondary pupils, 21 were male and 34 female. The reported enrollment for the year was 246.

Teachers and workers.—Total, 14;¹ all colored; male 6, female 8; academic 11, industrial teacher, matron, and president.

Organization.—Elementary: The elementary work covers the usual eight elementary grades.

Secondary: The secondary work is divided into the college preparatory course with 16 pupils, and the "normal" course with 39. Subjects of the college preparatory course are: Latin, 4 years; Greek, 2; English, 3; mathematics, 4; elementary science, 2. Physiology, physical geography, and history are also offered. The subjects of the "normal" are: Latin, 2 years; English, 2; elementary science, 1; physical geography, $\frac{1}{2}$; physiology, $\frac{1}{2}$; history, 1. Courses in psychology, school management, and methods are also provided.

Financial, 1912-13.—The school has suffered for a number of years from bad financial management. Only meager records are kept and it is difficult to obtain accurate figures. As far as could be determined, the more important items were:

Income, excluding noneducational receipts	\$3,004
Expenditures, less noneducational receipts	2,939
Indebtedness ²	4,500
Value of plant ²	58,000

Sources of income: Tuition and fees, \$1,589; church conferences and contributions, \$1,390; other sources, \$25. The noneducational receipts were from the boarding department and amounted to \$3,154.

Items of expenditure: Supplies for boarding department, \$1,668; teachers' salaries, \$1,556; equipment and hardware supplies, \$1,377; fuel, light, and water, \$504; "general expenses," \$268; repairs and building material, \$141; printing and advertising, \$139; old accounts, \$104; domestic service, \$92; other expenses, \$244.

Plant.—Land: Estimated value, \$30,000. The land comprises 30 acres, beautifully located on the Birmingham-Ensley car line. A small garden is cultivated on a commercial basis. The campus was fairly well kept.

Buildings: Estimated value, \$25,000. There is a three-story brick building used for general school purposes and as the girls' dormitory. The building is poorly con-

¹ When the school was visited in 1915 the teaching force was reduced to nine in order to enable the school to save money to meet its indebtedness.

² Indebtedness and value of plant are for 1914. A large building which was in course of erection was burned in 1914 and the insurance money applied to the liquidation of the indebtedness of the school, which at that time amounted to more than \$13,000.

structed, but the rooms were in fair condition. The other building is a small structure used for industrial work.

Movable equipment: Estimated value, \$3,000. The equipment consists of dormitory, classroom, and office furniture.

Recommendations.—1. That the Colored Methodist Episcopal Church make special effort to relieve the school of the financial embarrassment in which it has been involved by the frequent changes of administration.

2. That the plans for the future provide for boys' dormitory, gardening course, simple industrial training for boys and girls, and the strengthening of the teacher-training course.¹

3. That a resident treasurer be appointed, a system of books installed, and an annual audit made by an accredited accountant.

Dates of visits: May, 1913; January, 1914; February, 1915.

MILLER MEMORIAL SCHOOL.

Principal: L. B. Ellerson.

A Presbyterian parochial school of elementary grade taught by the local pastor in an annex to the church. It is owned and partially supported by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 176; all elementary day pupils. The reported enrollment for the year was 307.

Teachers.—Total, 7; all colored; male 1, female 6.

Organization.—Eight grades of elementary work are provided, with 2 hours a week in sewing and basketry for girls. The discipline and order are good.

Financial, 1912-13.—The income was \$1,325, of which \$1,000 was from the Presbyterian board, and \$325 from tuition. Expenditures included \$1,200 for teachers' salaries and \$125 for other purposes.

Recommendation.—That the school be continued only so long as the public school facilities of the neighborhood are inadequate

Date of visit: January, 1914.

ST. MARK'S ACADEMIC AND INDUSTRIAL INSTITUTE.

Principal: C. W. Brooks.

A school of elementary grade with a few secondary pupils and a small boarding department. The local rector is in charge.

The school was founded in 1892 and is owned by the Protestant Episcopal Diocese of Alabama. The institution receives aid from the American Church Institute for Negroes of the Episcopal Church.

Attendance.—Total, 192; elementary 171, secondary 21. The reported annual enrollment was 220.

Teachers and workers.—Total, 7; the principal and 6 colored women.

Organization.—The course includes eight elementary and three secondary grades. The subjects of the secondary classes are English, 3 years; Latin, 3; mathematics, 2;

¹ See recommendations in summary chapter, p. 22.

elementary science, 1; history, 2; civics, $\frac{1}{2}$; and Bible, $\frac{1}{2}$. Some instruction in cooking and sewing is provided for pupils above the fifth grade.

Financial, 1913-14.—The accounts are kept by a prominent white man of Birmingham. The more important items were:

Income, excluding noneducational receipts.....	\$4,485
Expenditures, less noneducational receipts.....	4,404
Indebtedness.....	6,950
Value of plant.....	22,000

Sources of income: Episcopal Board of Missions, \$1,820; tuition and fees, \$1,234; American Church Institute for Negroes, \$1,175; donations, \$35; other sources, \$221. The noneducational receipts were from the boarding department and amounted to \$2,746.

Items of expenditure: Supplies for boarding department, \$2,734; salaries, \$2,163; supplies for academic department, \$816; power, light, and fuel, \$731; interest on debt, \$518; equipment, \$160; insurance, \$28.

Indebtedness: Of the indebtedness, \$6,000 is secured by mortgage on the school property and \$950 is in the form of unsecured notes.

Plant.—Land: Estimated value, \$5,000. The land consists of a large city lot near the center of Birmingham.

Building: Estimated value, \$15,000. The school owns only one building, a large brick structure with 23 rooms. A small shop building is rented. The school building is poorly ventilated and badly in need of repairs.

Movable equipment: Estimated value, \$2,000. The equipment consists of classroom and dormitory furniture and a few tools in the shop.

Recommendation.—That the school be continued only so long as the public-school facilities are inadequate.

Dates of visits: May, 1913; December, 1914.

CENTRAL ALABAMA INSTITUTE.

President: J. B. F. Shaw.¹

A school of elementary and secondary grade. It was founded in 1872, at Huntsville, Ala., and moved to Birmingham in 1904. A board of trustees selected largely from the Central Alabama Conference of the Methodist Episcopal Church cooperates with the Freedmen's Aid Society in the support and supervision of the school. It is owned by the Freedmen's Aid Society.

Attendance.—Total, 190; elementary 139, secondary 51; boarders, 60.

Teachers and workers.—Total, 11; all colored; male 4, female 7; grades 3, academic 3, music 2, matron 1, office 1, farmer 1.

Organization.—Elementary: The elementary work covers the regular eight grades.

Secondary: The secondary work is divided into two courses, "college preparatory" with 18 pupils and "normal" with 33. The courses follow the work outlined by the Freedmen's Aid Society. The college preparatory subjects are: Latin or modern language, 2 years; mathematics, 3; science, $2\frac{1}{2}$; history and civics, 2; Bible, 1; music, 1; physical culture, 1. The "normal" course covers: Latin, 2 years; English, $2\frac{1}{2}$; mathematics, 3;

¹ Elected since date of visit.

physiology, $\frac{1}{4}$; science, $2\frac{1}{2}$; agriculture, $\frac{1}{2}$; methods, 1; psychology and education, 1; domestic science, 1; practice teaching and reviews, 2.

Industrial: A little sewing is taught by one of the matrons. Boarding pupils are required to give an hour of labor a day to the school. There is some practice work in gardening.

Financial, 1913-14.—The finances of the school are controlled by the Freedmen's Aid Society. The more important items for the year were:

Income, excluding noneducational receipts.....	\$5,657
Expenditures, less noneducational receipts.....	5,145
Value of plant.....	42,500

Sources of income: Freedmen's Aid Society, \$2,900; tuition and fees, \$1,242; general donations, \$148; other sources, \$1,367. The noneducational receipts were from the boarding department and amounted to \$3,718.

Items of expenditure: Salaries, \$3,746; supplies, \$1,643; other expenses, \$3,474.

Plant.—Land: Estimated value, \$15,000. The school owns 40 acres of valuable land at Mason City, a few miles from Birmingham. Much of the land is still uncleared. The appearance of the campus reveals the absence of a general plan of improvement.

Buildings: Estimated value, \$25,000. There are six buildings on the grounds. Two of these are large brick structures. The buildings are new and in good repair and the dormitories are well kept.

Movable equipment: Estimated value, \$2,500. The movable equipment consists of furniture for classrooms and dormitories.

Recommendations.—1. That the training of teachers for rural districts be made the main object of the school. To this end larger provision should be made for teacher-training subjects, theory and practice of gardening, and simple manual training.¹

2. That the school authorities discourage the attendance of elementary pupils for whom the public schools provide.

Date of visit: May, 1913. Facts verified, December, 1915.

LAUDERDALE COUNTY.

	White.	Negro.
Population, 1910.....	23,840	7,096
Children 6 to 14 years of age, 1910.....	5,397	1,593
Teachers' salaries in public schools, 1911-12.....	\$34,830	\$2,100
Teachers' salaries per child 6 to 14 in county.....	\$6.45	\$1.31
Percentage illiterate, 1910.....	11.6	35.9

The rural population is 78.4 per cent of the total. The average length of the public school term is 5 months for white pupils and 3.5 months for colored. The number of teachers is 100 in white schools and 25 in colored schools. The average attendance is 2,946 white pupils and 774 colored pupils.

These statistics indicate the need for additional school facilities. The presence of the Burrell Normal School is justified by this need and the school should be encouraged in furnishing secondary and industrial school facilities. The work of the elementary schools should be extended and strengthened.

¹ See recommendations in summary chapter, p. 22..

FLORENCE.

BURRELL NORMAL SCHOOL.

Principal: George N. White.

A day school of elementary grade with small secondary enrollment. It was established by the Congregational Church in Selma, Ala., as the Burrell Academy, and was moved to its present site in 1904. It is owned and supported by the American Missionary Association of the Congregational Church.

Attendance.—Total, 160; elementary 142, secondary 18. The reported enrollment for the year was 225.

Teachers.—Total, 8; the principal and 7 colored women.

Organization.—The eight elementary grades are fairly well taught. The four-year secondary course includes Latin, English, practice teaching, mathematics, physics, physical geography, and a half year of geology and astronomy. Music has a large place in the activities of the school. Industrial training is limited to a little plain sewing.

Financial, 1913-14.—Very simple records are kept at the school. The financial management is under the supervision of the American Missionary Association and periodic reports are made to the association. The more important items for the year were:

Income, excluding noneducational receipts	\$3,391
Expenditures, less noneducational receipts	3,391
Value of plant	10,300

Sources of income: American Missionary Association, \$2,496; tuition and fees, \$752; donations, \$128; other sources, \$15. The noneducational receipts amounted to \$193, of which \$140 was from outside sales and \$53 from room rent.

Items of expenditure: Salaries, \$1,969; supplies for teachers' dining room, \$422; equipment, \$248; student aid and labor, \$220; academic supplies, \$198; heat, light, and water, \$192; repairs, \$92; outside labor, \$40; other expenses, \$203.

Plant.—Land: Estimated value, \$2,000. The land comprises 4 acres of city property.

Buildings: Estimated value, \$6,800. A two-story 10-room brick building is owned. Two buildings are rented and used for teachers' home.

Movable equipment: Estimated value, \$1,500. The movable equipment consists of office and classroom furniture and a piano.

Recommendations.—1. That the school authorities endeavor to obtain the cooperation of public authorities in developing this institution into a county training school.

2. That provision be made for teacher training and gardening for all pupils and manual training for boys.¹

Date of visit: May, 1913. Facts verified: December, 1915.

LIMESTONE COUNTY.

	White.	Negro.
Population, 1910	16,625	10,255
Children 6 to 14 years of age, 1910	3,696	2,454
Teachers' salaries in public schools, 1911-12	\$26,000	\$325
Teachers' salaries per child 6 to 14 in county	\$7.03	\$0.13
Percentage illiterate, 1910	12.5	54.7

¹ See recommendations in summary chapter, p. 22.

The entire population is rural. The average length of the public-school term is 6.7 months for white pupils and 2.4 months for colored. The number of teachers is 73 in white schools and 5 in colored schools. The average attendance is 2,202 white pupils and 150 colored pupils.

The striking inadequacy of the public schools for colored people indicates a real need for the facilities furnished by the Trinity School. This school is worthy of support, and should be encouraged in the addition of manual training and a small boarding department, so that children of the surrounding country may have a better educational opportunity than is provided in the ordinary rural schools.

ATHENS.

TRINITY SCHOOL.

Principal: Miss Louise H. Allyn.¹

A good elementary day school with small secondary enrollment. It was founded in 1866 in the center of an old fort which was the scene of several battles during the Civil War. It is owned and supported by the American Missionary Association of the Congregational Church.

Attendance.—Total, 225. The enrollment of the school has fluctuated in the past two years between 250 and 350. The high-school enrollment has varied from 10 to 30. All are day pupils from Athens and the surrounding country districts.

Teachers.—Total, 8; white 4, colored 4; all women. The teachers are well trained.

Organization.—The course covers 10 grades. Although the school is well supplied with teachers, there is little industrial work done. The girls have sewing. The commodious new building which has just been erected is used solely for academic purposes. The basement, which was to accommodate the industrial department, was left unfinished owing to lack of funds.

Financial, 1913-14.—The financial management is under the supervision of the American Missionary Association. Very few books or records were kept at the school, but a simple system of accounts has been installed recently. The more important items were:

Income, excluding noneducational receipts.....	\$4,537
Expenditures, less noneducational receipts.....	4,537
Value of plant.....	12,200

Sources of income: American Missionary Association, \$1,385; donations, \$1,925; tuition and fees, \$1,095; other sources, \$132. The noneducational receipts were from outside sales and amounted to \$102.

Items of expenditure: Salaries, \$1,888; supplies for teachers' dining room, \$689; power, light, and heat, \$264; student aid and labor, \$241; equipment, \$163; repairs, \$131; outside labor, \$120; supplies, \$65; other expenses, \$1,078.

Plant.—Land: Estimated value, \$700. The land comprises 6 acres on the edge of the town.

Buildings: Estimated value, \$10,000. The school building is of brick, with steam heat and sanitary appliances. It is substantially constructed with well-lighted classrooms. The basement is unfinished. There are two floors complete. The teachers,

¹ White.

home is a two-story brick house. The shop, a small frame building worth about \$300, is not in use.

Movable equipment: Estimated value, \$1,500. The equipment consists of good school desks and plain, neat furniture in the teachers' home.

Recommendations.—1. That the school authorities endeavor to have the county increase the facilities for elementary grades so that this school may be devoted to secondary and teacher-training courses.

2. That provision be made for simple manual training and the theory and practice of gardening.¹

Date of visit: February, 1915.

LOWNDES COUNTY.

	White.	Negro.
Population, 1910.....	3, 769	28, 125
Children 6 to 14 years of age, 1910.....	808	6, 786
Teachers' salaries in public schools, 1911-12.....	\$28, 356	\$8, 606
Teachers' salaries per child 6 to 14 in county, 1910.....	\$35. 09	\$1. 26
Percentage illiterate, 1910.....	3. 7	51. 1

The entire population is rural. The average length of the public school term is 7.3 months for white pupils and 4.1 months for colored. The number of teachers is 54 in white schools and 73 in colored schools. The average attendance is 646 white pupils and 2,930 colored pupils.

Effort has been made to correct the inadequacy of public schools for colored people as revealed in these statistics. The county, in cooperation with the Slater Fund and the General Education Board, is providing a central training school at Charity, and improvements are being made in the public schools. A Jeanes Fund supervising industrial teacher travels in the community helping the teachers in rural schools to introduce industrial work and extend the influence of the school into the community. There is, however, evident need of better elementary, secondary, and industrial work in the county. The Calhoun Colored School, at Calhoun, is efficient in all of its departments. Through its extension work it is accomplishing good results in the community. With reorganization, the Alabama Christian Institute, at Lum, would also serve as a helpful supplementary agency to the public schools.

CHARITY.

LOWNDES COUNTY TRAINING SCHOOL.

Principal: Mrs. E. E. Edwards.

An elementary school selected as a central institution to supplement the work of the public schools.

Attendance.—Total, 150; all elementary.

Teachers and workers.—Total, 5; all colored.

Organization.—An eight-grade course is provided. Simple courses in cooking, sewing, and laundering, together with manual work, are planned, but adequate provision has not yet been made for this work, since the school was only recently (1916) made a county training school. The school term is 7 months.

¹ See recommendations in summary chapter, p. 22.

Financial, 1914-15.—The income amounted to \$1,250, of which \$750 was from the county and \$500 from the Slater Fund. In addition \$500 was appropriated by the Slater Fund for building. The expenditures for school purposes amounted to \$1,250, of which \$1,050 was for salaries.

Plant.—Estimated value, \$4,700. Of this, \$3,200 was in building, \$1,000 in land, and \$500 in equipment. The building is a fairly good frame structure. The land comprises 10 acres, a large part of which is used for instruction in gardening and farming. The equipment consists of classroom furniture, farm implements, and simple industrial apparatus.

Recommendation.—That the work be encouraged and additional facilities supplied for the boarding department, secondary work, and teacher training.

CALHOUN.

CALHOUN COLORED SCHOOL.

Principal: Miss Charlotte R. Thorn.¹

An excellent community school of elementary grade with some secondary pupils. The school is located in a "black belt" rural county. Its work is highly effective in character development. The simple industrial and agricultural training is adapted to the needs of the people. The land-purchasing companies organized and conducted by the school have been remarkably successful. Through them many colored tenants have purchased land and built comfortable homes.

The institution was founded in 1892 by Miss Thorn and Miss Dillingham, who formerly taught at Hampton Institute. It is owned and controlled by a board of trustees composed of influential men.

Attendance.—Total, 275; male 124, female 151; boarders, 90.

Teachers and workers.—Total, 27; white 12, colored 15; male 8, female 19; grades 10, girls' industries 5, boys' industries 3, agriculture 1, extension work 2, executive work 4, others 2. All are graduates of good schools and devoted to their work.

Organization.—The classroom work consists of eight elementary grades and one secondary grade. A night school is provided for pupils who are employed during the day. All pupils are required to board at the school for one year before graduating. Special attention is given to preparing teachers for rural schools. The subjects and methods of teaching are in accord with the best thought in education.

All pupils beyond the fourth grade have manual training and trade instruction in shops and workrooms. Carpentry, blacksmithing, and shoe repairing are taught in a practical way, some of the pupils working all day in the shops and assisting in the erection and repair of buildings on the school grounds as well as in the community.

Institute: The girls begin sewing in the second grade and continue it throughout all the classes with the exception of the fifth and seventh grades. Instruction in cooking is given two hours a week in all grades above the third, with the exception of the sixth grade. The home training of the girls who board at the school is especially thorough. This training includes practice in the sewing and crafts rooms, laundry, kitchen, and teachers' homes.

¹ White.

Agriculture: The theory and practice of agriculture are made a part of the regular course. Practically all the pupils receive some instruction in the cultivation of the soil. In the ninth grade special attention is given to farm crops and animal husbandry. The instruction is adapted to the farming conditions of the county. The influence of the school farm on the methods of local farmers is quite apparent.

Community work: The most significant community work undertaken is the organization and management of land-purchasing companies. The first effort in this direction was the purchase of a small amount of land in 1895 for reselling in farms ranging in size from 40 to 60 acres. Since that date about 4,000 acres of land have been purchased in large tracts and sold in small sections to colored farmers. To the purchase of land there has been added a plan to erect better houses. The total sum paid by the people on land and houses through the school agency has been nearly \$50,000.

The other neighborhood activities are parents' meetings, farmers' conference and agricultural fair, county teachers' meeting, and various clubs for the purpose of improving the farms and homes of the community. Two "outpost" schools are maintained at some distance from the institution. These are typical one-room rural schools taught by Calhoun graduates who are trying out effective methods of rural work. The school nurse renders valuable aid to the people in many ways.

Financial, 1913-14.—The books are carefully kept and a printed report is made annually to the trustees. The financial management is good. The more important items for the year were:

Income, excluding noneducational receipts.....	\$31,698
Expenditures, less noneducational receipts.....	31,006
Indebtedness.....	4,450
Value of property.....	182,494

Sources of income: Donations, \$24,993; endowment, \$4,559; tuition and fees, \$1,470; interest on bank deposits, \$32; other sources, \$644. The noneducational receipts amounted to \$2,133. Of this \$1,005 was from the boarding department, \$1,014 from shop sales, and \$114 from sales of stationery and supplies.

Items of expenditure: Salaries, \$16,001; subsistence of teachers and students, \$4,264; heating and lighting, \$2,721; traveling expenses, \$1,850; farm expenses, \$1,455; industrial supplies, \$1,063; labor, \$1,003; repairs to buildings, \$829; office supplies, \$599; furniture and equipment, \$543; insurance and taxes, \$542; care of grounds, \$502; extension work, fairs, conferences, and missions, \$484; academic supplies and stationery, \$266; medical expenses, \$206; publicity, \$205; textbooks, \$146; interest on loan, \$135; library expenses, \$99; chapel expenses, \$59; auditing, \$50; other expenses, \$117.

Indebtedness: Of the indebtedness, \$4,100 was in current bills payable and \$350 in salaries due teachers.

Property: Of the school property, \$93,999 was in endowment and \$88,495 in the school plant. The endowment funds are carefully administered by the investment committee in New York.

Plant.—Land: Estimated value, \$5,650. The school owns 109 acres of land and rents 20 acres for farm purposes. The school cultivates 60 acres in connection with instruction in practical agriculture. The campus comprises about 10 acres. It is well kept, has trees and shrubbery, and presents a neat appearance.

Buildings: Estimated value, \$41,950. There are 18 buildings, including 6 teachers' cottages, 4 industrial buildings, 3 classroom buildings, 2 dormitories, the executive building, the commissary, and the doctor's office. The buildings are clean and well cared for.

Movable equipment: Estimated value, \$40,895. The equipment includes furniture, engine house and shop machinery, pumping-station apparatus, farm implements, and live stock.

Recommendations.—1. That the financial aid necessary to continue the school work be provided.

2. That funds be supplied to continue land purchasing and home building for the community.

Dates of visits: May, 1913; February, 1914; January, 1915.

LUM.

ALABAMA CHRISTIAN INSTITUTE.

Principal: I. C. Franklin.

A school of elementary grade with a few pupils in secondary subjects. A small amount of industrial work is done.

The school was founded by the colored men of the local Christian Church in 1900. It is owned by a local board of trustees and aided by the Christian Woman's Board of Missions.

Attendance.—Total, 93; elementary 85, secondary 8; boarders, 10.

Teachers.—Total, 6, all colored; male 2, female 4; classroom teachers 4, industrial 1, matron 1.

Financial, 1913-14.—The financial records are meager. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$2, 512
Expenditures, less noneducational receipts.....	2, 512
Value of plant.....	8, 875

Sources of income: Christian Woman's Board of Missions, \$2,441; general donations, \$71. The noneducational receipts were from the boarding department and the farm and amounted to \$1,037.

Items of expenditure: Salaries, \$1,330; boarding department supplies, \$768; farm expenses, \$650; repairs, \$592; other expenses, \$209.

Plant.—Land: Estimated value, \$975. The school owns 65 acres of land about 8 miles from the railroad, with 35 acres under cultivation. A large part of the land is used for campus. Apparently very little effort has been made to beautify the grounds.

Buildings: Estimated value, \$6,500. There are two poorly built frame buildings two stories high, a frame residence, and several wooden structures. The first floor of each of the two larger buildings is used for classrooms; the second floor of one of them is used for girls' dormitory, and that of the other for chapel. The dormitories for the few boarding students were dirty and lacked heating facilities.

Movable equipment: Estimated value, \$1,400. The equipment consists of rough furniture for classrooms and dormitories and a small amount of farm equipment.

¹ See recommendations in summary chapter, p. 22.

- Recommendations.*—1. That the institution be developed as a teacher-training school.
2. That the theory and practice of gardening be made a part of the regular course.
3. That a simple system of bookkeeping be installed.

Date of visit: January, 1915

MACON COUNTY.

	White.	Negro.
Population, 1910.....	4, 007	22, 039
Children 6 to 14 years of age, 1910.....	811	5, 465
Teachers' salaries in public schools, 1911-12.....	\$17, 485	\$9, 968
Teachers' salaries per child 6 to 14 in county.....	\$21. 55	\$1. 82
Percentage illiterate, 1910.....	4. 4	36. 3

The rural population is 89.2 per cent of the total. The average length of the public-school term is 7.2 months for white pupils and 5.3 months for colored. The number of teachers is 41 in white schools and 64 in colored schools. The average attendance is 702 white pupils and 2,970 colored pupils.

Considerable effort has been made by the State department of education and Tuskegee Institute to increase the efficiency of Macon County schools. The effort has the hearty cooperation of the county superintendent of schools. Several schools have been erected with the aid of the Rosenwald Fund and the extension department of Tuskegee Institute exercises a stimulating influence on the teachers.

The Cotton Valley School at Fort Davis serves as a central institution where pupils of the southern part of the county may supplement the training received in the public schools.

FORT DAVIS.

COTTON VALLEY SCHOOL.

Principal: M. S. Jones.

An elementary day school doing a needed work in a rural community. It was founded in 1877 by the Congregational Church and is owned and supported by the American Missionary Association of that body.

Attendance.—Total, 200; all elementary.

Teachers.—Total, 5; all colored; the principal and 4 women.

Organization.—Regular elementary work of eight grades is offered, though only one pupil was enrolled in the eighth grade. The industrial work consisted of simple manual training for boys and plain sewing and basketry for girls.

Financial, 1913-14.—Few records or books were kept, but a simple system has recently been installed. The financial management is controlled by the American Missionary Association. The more important items were:

Income, excluding noneducational receipts.....	\$2, 071
Expenditures, less noneducational receipts.....	2, 071
Value of plant.....	5, 650

Sources of income: Donations, \$1,759; American Missionary Association, \$89; tuition and fees, \$223. The noneducational receipts were from garden and other sales, and amounted to \$315.

Items of expenditure: Salaries, \$1,091; supplies for teachers' dining room, \$286; student aid and labor, \$208; academic supplies, \$129; equipment, \$62; power, light, and heat, \$61; other expenses, \$549.

Plant.—Land: Estimated value, \$500. The land comprises about 8 acres. A small plat is used for garden.

Buildings: Estimated value, \$4,100. There are two frame buildings. The academic building contains five rooms and the teachers' home eight.

Movable equipment: Estimated value, \$1,050. The equipment consists of simple furniture for classrooms and the teachers' home.

Recommendation.—That cooperation with the public-school system be developed and greater emphasis be placed upon the simple industries suited to the rural community.¹

Date of visit: May, 1913. Facts verified, February, 1916.

TUSKEGEE.

TUSKEGEE NORMAL AND INDUSTRIAL INSTITUTE.

Principal: Robert R. Moton.²

A vocational school of secondary grade, preparing teachers of academic, industrial, and agricultural subjects and supervisors of county industrial-school work. The genius of Booker T. Washington gave to the institution world-wide fame as the exponent both of the educational value of manual labor and the correlation of academic subjects with industrial training. Its community and extension work is worthy to be ranked among the important educational activities of the times. The institution, officered and taught from the beginning by colored men and women, is to that extent the most striking achievement of the Negro race and undoubtedly the greatest factor in overcoming prejudice against the education of the race.

The school was established by an act of the Alabama Legislature, session of 1880, as the Tuskegee State Normal School. Two thousand dollars was appropriated to pay salaries. The first session, July 4, 1881, opened in a rented shanty church, with 30 pupils and one teacher. The first principal of the institution, Booker T. Washington, brought to the work his own creative ability and the educational ideals of his friend and teacher, Samuel Chapman Armstrong, the founder of Hampton Institute. He continued as principal until his death in November, 1915. Through his tact and energy the plant and endowment have been increased to an aggregate value of almost \$4,000,000. In 1893 the institution was incorporated under its present name. In 1899 the United States Congress gave the school 25,000 acres of mineral land. Of this, 5,100 acres have been sold and the proceeds applied to the endowment fund. The remaining 19,900 acres are valued at \$250,000. The ownership and control of the institution are vested in a board of trustees composed of influential white and colored men from the North and from the South.

Attendance.—Total, 1,338; elementary 900, secondary 366, special students 72; male 825, female 513. Practically all the pupils board at the school. About half of them are from Alabama and the remainder from 32 States and 19 foreign countries. In addition 230 pupils are enrolled in the Children's House, which is used as a practice school.

Teachers and workers.—Total, 184; all colored; male 122, female 62; administrative 20, academic 32, boys' industries 23, girls' industries 9, agriculture 15, hospital workers

¹ See recommendations in summary chapter, p. 22.

² Elected since date of visit.

5, Bible school 3, extension 12, matrons and military 11, office 30, bookkeepers 15, other workers 9. There were also 8 teachers in the Children's House. The teachers are well trained and some excellent teaching is done.

Organization.—The pupils are classified into the following vocational groups: "Work class," mechanical trades, agriculture, household arts, nurse training, Bible training, and teacher training. Both day and evening instruction is provided.

The day school pupils spend three days a week in academic studies and three days in the trades. Each academic day alternates with a trade day. About two-thirds of the total enrollment of the institution are day pupils.

The night school is attended by the "Work class" pupils and a few others from the trades and agriculture who are unable to meet the necessary expenses of the day school. About a third of all the pupils are enrolled in this department.

Elementary: The elementary work consists of the night-school classes, three preparatory grades, and the "junior normal" class. English, including spelling and reading, is emphasized throughout the course.

Secondary: The secondary subjects are taught three periods a week and the course extends over the last three years of the "normal" department. The subjects taught a full year are: Algebra, geometry, ancient history, physics, chemistry, modern history, commercial geography, economics, bookkeeping, and solid geometry. The subjects that are taught only half a year are: Botany, civics, education, psychology, Negro history, and a combined course in methods, management, and practice-teaching.

Teacher training: The teacher-training course includes psychology, history of education, methods, management, school administration, reviews and methods in elementary subjects, drawing, physical training, nature study, and 10 weeks of practice teaching at the Children's House. The Children's House is a large seven-grade school maintained cooperatively by Tuskegee and the county. It has facilities for manual work, household arts and school garden. It is an excellent laboratory for observation and practice teaching. Arrangements have also been made with the county superintendent whereby a limited number of seniors in the course teach six weeks in the county schools. Some pay is received for this teaching. The work outlined covers two years for graduate students. If, however, the teacher-training subjects of the last two undergraduate years are elected, the course may be completed in one year of graduate work.

Mechanical trades: The mechanical department offers instruction in 14 trades. The architectural and mechanical drawing courses require four years and the trades three years. Shop work is done three full days a week. The trades are: Blacksmithing, brickmasonry, carpentry, electrical engineering, shoemaking, harness making, machine work, machinery, plumbing, painting, printing, tailoring, tinsmithing, and wheelwrighting. The total number of pupils connected with the mechanical department is 447. This number includes not only pupils who are taking regular trades but also a considerable number of work pupils employed by the department.

Girls' industries: The department of girls' industries offers instructions in plain sewing, dressmaking, ladies' tailoring, millinery, cooking, laundering, mattress making, basketry, and broom making. Three days a week are spent in practical work and four hours a week are devoted to the theory of the industry. The courses cover from two to four years. All girls except those in nurse training take some of these industries.

Agriculture: Two courses in agriculture are offered, a four-year course for undergraduates and a two-year course for graduates. The four-year course includes the following agricultural subjects: Soils, drainage, insects, farm crops, garden crops, orchard crops, botany, animal husbandry, chemistry, and farm management. This course is supplemented by a selection of subjects from the academic course.

The postgraduate course includes chemistry, soils, animal husbandry, fertilizers, seed and seed testing, farm engineering, bacteriology, farm management, farm sanitation, crops, feeds and feeding, dairying, plant breeding, poultry, farm insects, agricultural economics, and research work.

The field practice covers three alternate days each week. The total number of pupils connected with the agricultural department is 281. This number includes not only pupils who are taking the regular agricultural course, but also a considerable number of work pupils employed by the department.

Bible Training School: The Bible Training School was established to afford ministers of the surrounding community an opportunity to improve themselves. The aim is to give the pupils a knowledge of the English Bible and to fit them to work as preachers and missionaries among the colored people. Pupils are admitted to a certificate course if they can read and write. The diploma course requires the completion of the eight elementary grades. The Bible school pupils are enrolled in the academic department and devote considerable time to academic subjects and work in agriculture or trades. The special training given includes Bible study, preparation of sermons, and study of church and neighborhood work. The enrollment for the year was 77.

Nurse training: A three-year nurse training course is given in a well equipped hospital. It is directed by a superintendent, two internes, a head nurse, matron and pharmacist. The enrollment was 55.

"Work class:" The pupils in this group are employed throughout the day in the various departments of the institution and attend school at night. As much as possible of the work is directed so that it may be of educational value to the pupils.

Music: All pupils receive some training in vocal music. Special attention is given to the plantation melodies, which are taught not only for their musical value, but as an expression of the spiritual life and moral struggles of the Negroes in America. Instruction on the piano is provided for those who are able to pay the special fee.

Discipline and physical training: The military system is maintained among the young men to cultivate habits of order, neatness, and obedience. The rooms are inspected and the grounds are policed through the military system. Physical training is provided for the young women under the direction of a woman trained in gymnastics. The young women's rooms are inspected by the matrons in charge of the dormitories.

Religious training: Considerable provision is made for religious services. The activities include Sunday school classes and daily chapel services which are attended by all pupils. The voluntary religious organizations are the Young Men's Christian Association, the Young Women's Christian Association, Christian Endeavor Society, Temperance Union, and Missionary Society.

Library: The Carnegie Library contains a stock room, reading room, librarian's office, and two rooms for magazines and newspapers. Three workers have charge of the library department.

Research and record department: This department has charge of all pupils' records and collects statistics concerning the progress of the Negro race. The pupils' records include facts concerning their parentage and home, their standing in school, and their activities after leaving Tuskegee. Effort is made to keep in close touch with the graduates and former students and to help them in their work. The research work consists of the compilation of valuable information concerning the educational, religious, and economic progress of the Negro. The results are published in the Negro Year Book.

Extension: The extension department provides a large number of activities for the improvement of the educational, agricultural, business, home, health, and religious life of the colored people of the United States. These activities vary from those limited to the needs of the institute community to those of national significance. The local organizations include the building and loan association, home building society, women's clubs, health and religious organizations. In Tuskegee town a night school is maintained and other activities are carried on for the improvement of the colored people. County-wide movements include the supervision and building of rural schools, farm demonstration work, and health campaigns. The State-wide and national activities are largely the result of Dr. Washington's influence over the colored people and the esteem with which he was regarded by white people North and South. The most important of these are the National Business League, with its State and local organizations, and the State educational tours which Dr. Washington conducted in almost every Southern State.

Probably the most influential of the extension efforts is the Negro Farmers' Conference, held annually at the institute. This conference brings together thousands of colored farmers from neighboring counties and hundreds from other parts of the State and neighboring States. In addition, many influential white and colored people from every part of the country have gone to Tuskegee to see the assembly guided by Dr. Washington. On the day following the large meeting a "workers' conference" is held. This is composed of persons who are directing all forms of endeavor for the improvement of the Negro race. Closely connected with this farmers' conference are the farmers' institute and the short course in agriculture. The farmers' institute is a monthly experience meeting of local farmers, with simple talks on improved methods by Tuskegee teachers. The short course, consisting of two weeks of study and observation at the institute, is widely attended by farmers of surrounding counties during the idle seasons on the farm.

The experiment farm established at Tuskegee in 1896 by the State legislature is conducting experiments in soil cultivation for the benefit of the colored farmers of the State.

The school publications include three regular papers and many valuable pamphlets. The Tuskegee Student is a bimonthly devoted to the interests of the pupils, teachers, and graduates. The Southern Letter, a record of the graduates and former pupils, is issued monthly and sent to persons interested in Tuskegee. The Negro Farmer and Messenger is a monthly paper devoted to the agricultural and educational inter-

ests of the colored race. The Negro Year Book is a compendium of valuable facts concerning the Negro in the United States.

The summer school, with a one-month's session, was attended in 1915 by 437 persons who had been teaching in every section of Alabama and in many neighboring States. The course includes review of elementary school subjects, industrial training, methods, observation, and practice teaching. About 40 teachers were employed.

Financial, 1913-14.—The financial records are kept in accordance with an approved system of accounting by a competent force of bookkeepers. The books are audited annually by expert accountants and a comprehensive report is published, which contains a complete statement of the financial condition of the institution, together with a list of donors. According to the report for the year, the more important items were:

Income, excluding noneducational receipts.....	\$265,960
Expenditures, less noneducational receipts.....	277,914
Indebtedness.....	182,178
Value of property.....	3,811,099

Sources of income: General donations, \$134,094; endowment funds, \$91,598; students' entrance fees, \$15,055; General Education Board, \$10,000; Slater Fund, \$9,000; State of Alabama, \$4,500; proceeds of land sold, \$1,713. The noneducational receipts are not shown, since only the net cost of each department is given under items of expenditure.

Items of expenditure (net cost, including salaries): Academic and normal, \$40,234; traveling expenses, printing, and publicity, \$35,748; administration, \$35,103; boarding department, \$31,066; agricultural instruction and maintenance of farm, \$30,510; repairs, care of grounds, and insurance, \$27,099; mechanical industries, \$25,710; general operations, including stores, superintendent of industries, and business agent's office, \$16,545; extension work, \$9,371; students' aid, \$5,718; religious work, \$5,514; physical and military training, \$5,438; hospital and health department, \$5,251; girls' industries, \$2,949; agricultural experiment station, \$1,658. In addition to these expenditures for current expenses, \$76,392 was expended for permanent improvements from the special funds collected and provided for that purpose.

Indebtedness: The indebtedness on May 31, 1914, was \$182,178, of which \$150,095 was in loans payable, \$25,581 in accounts payable, and \$6,502 in student credit balances.

School property: The school property consists of \$1,942,112 in endowment funds, \$1,413,173 in plant, \$250,000 in mineral lands granted to the institution by Congress in 1899, \$98,801 in undesignated legacies, \$55,241 in supplies and material on hand, \$42,192 in accounts receivable, cash in bank; students' debit balances, prepaid insurance and other current assets, and \$9,580 in permanent improvement funds.

Plant.—Land: Estimated value, \$150,289. The school owns 2,110 acres of land in Macon County and a large tract of mineral land held as endowment in another part of the State. Of the land in Macon County about 1,000 acres are cultivated. The campus comprises about 100 acres. The other land is in pasture and woodland. The campus shows evidence of great care in its planning and upkeep.

Buildings: Estimated value, \$1,012,187. There are 38 main buildings, 26 cottages, and numerous small structures on the grounds. Of the main buildings 29 are of brick and 9 are of frame construction. The buildings include: The new steam plant, brick and

cement, used for central heating and lighting plant, value \$204,737; dining hall, brick, value, \$151,872; 9 girls' dormitories, 5 of brick and 4 frame, aggregate value, \$146,209; 12 boys' dormitories, 10 of brick and 2 frame, aggregate value, \$111,274; 2 brick buildings and 22 frame structures of varying sizes, including barns, used for agricultural department, aggregate value, \$70,982; 2 brick buildings and 3 small frame structures, used for boys' industries, aggregate value, \$54,090; John A. Andrew Hospital, brick, value, \$50,241; Collis P. Huntington memorial building, brick, used for classrooms, value, \$50,053; chapel, brick, value, \$40,968; girls' industries building, brick, value, \$30,150; office building, brick, value, \$18,000; Carnegie Library, value, \$16,000; commissary building, brick, value, \$14,201; Phelps Hall, frame, used for Bible training department, value, \$9,600; Children's House, frame, used as practice school, value, \$3,800; practice cottage, frame, used for practice in housekeeping, value, \$2,010. The 26 cottages used for teachers' and officers' homes are of varying sizes and material and have an aggregate value of \$38,000. Most of the buildings are well adapted to their purpose, attractive in appearance, and in good repair. A few, however, are poorly planned and subject to rapid depreciation on account of inferior material and workmanship. The dormitories and other buildings are carefully supervised and kept in good condition.

Movable equipment: Estimated value, \$250,697. Of this \$99,168 was in agricultural equipment and live stock, \$56,245 in industrial apparatus, \$2,686 in equipment for girls' industries, and \$92,598 in dormitory and classroom furniture, books in library, and other equipment.

Recommendations.—1. That the institution follow the policy outlined by Dr. Washington in one of his last reports, providing that in the future the energy of the school be devoted to internal improvements rather than to the increase of the enrollment or enlargement of the plant.

2. That the entrance requirements be raised and arrangements made with smaller industrial schools for preparing worthy pupils unable to meet the standards.

3. That the regular academic work be differentiated so that pupils desiring to become teachers may have a better preparation for their vocation.

Dates of visits: May, 1913; February, 1914; February, 1915.

MADISON COUNTY.

	White.	Negro.
Population, 1910.....	28, 146	18, 894
Children 6 to 14 years of age, 1910.....	5, 989	4, 273
Teachers' salaries in public schools, 1911-12.....	\$50, 414	\$7, 606
Teachers' salaries per child 6 to 14 in county.....	\$8. 41	\$1. 78
Percentage illiterate, 1910.....	11. 7	40. 0

The rural population is 83.8 per cent of the total. The average length of the public school term is 7.3 months for white pupils and 4.6 months for colored. The number of teachers is 118 in white schools and 52 in colored schools. The average attendance is 3,096 white pupils and 1,767 colored pupils.

These statistics indicate the need for additional school facilities. This need would be more clearly apparent if the figures for the city of Huntsville were excluded. Better elementary, secondary, and industrial work is greatly needed in the county. The

practice school of the State Normal supplies elementary work for one section of the county, and the Oakwood Manual Training School could be developed into a strong educational center. The Sherman Industrial Institute in Huntsville is of little educational value. This school is described in the summary of small independent schools of Alabama.

HUNTSVILLE.

HUNTSVILLE PUBLIC HIGH SCHOOL.

Principal: H. C. Binford.

A public high school offering four years of secondary work with some industrial training. Large elementary grades are taught in the same building. Two colored teachers do the secondary work. The plant consists of a city lot and a two-story frame building valued at \$4,500.

HUNTSVILLE, R F. D.

OAKWOOD MANUAL TRAINING SCHOOL.

Principal: C. J. Boyd.¹

An elementary school with a few pupils in secondary subjects. Tuition is free and the institution provides employment and instruction for most of the pupils in a number of commercial enterprises. The officers are energetic, hard-working men and women who insist upon thoroughness in all work. Religious training is emphasized.

The institution is owned and controlled by the Negro department of the North American Division Conference of the Seventh Day Adventist Church.

Attendance.—Total, 106; elementary 76, secondary 30. Of the secondary pupils 14 were male and 16 female.

Teachers.—Total, 10; all white; male 6, female 4. These workers are selected for their missionary interest in the Adventist Church.

Organization.—Pupils who pay board attend school in the morning and do manual work in the afternoon. Those working all day to earn board attend school in the early morning (7 to 8.45) and at night.

The elementary work is done in the regular eight grades. The secondary course includes English, 4 years; history and civics, 2½; elementary science, 3; mathematics, 2. The Bible is taught in all classes.

The industrial activities are tentmaking, printing, blacksmithing, sawmilling, farming, and canning. The boys are employed in these industries according to the school needs. The girls are instructed in cooking and sewing, with ample practice in the boarding department. The nurse-training department is small. While much good training is given to the pupils, there is a lack of system in the educational phases of the work.

Financial, 1914-15.—The financial management is supervised by the Seventh Day Adventist General Conference of Washington, D. C. The more important financial items for the year were:

Income, excluding noneducational receipts.....	\$12,284
Expenditures, less noneducational receipts.....	10,341
Value of plant.....	42,765

¹ White.

Sources of income: Seventh Day Adventist Conference, \$8,950; general donations, \$2,006; other sources, \$1,328. The noneducational receipts amounted to \$17,736, of which \$7,995 was from the shops, \$7,693 from board and room rent, and \$2,048 from the farm.

Items of expenditure: Student labor for farm and shops, \$6,344; supplies and labor for boarding department, \$4,839; teachers' salaries, \$4,796; supplies and material for farm and shops, \$3,782; fuel, light, and water, \$3,331; equipment, \$812; traveling expenses, \$472; repairs, \$229; other expenses, \$3,472.

Plant.—Land: Estimated value, \$7,000. The school site comprises 358 acres of land, of which 200 are cultivated. The campus is in need of walks and other improvements. The farm is well cultivated.

Buildings: Estimated value, \$23,626. There are 11 buildings, including 3 cottages. All the buildings are of frame construction except the administration and chapel building, which is a two-story cement-block structure. Most of the frame buildings are of two stories. The buildings are in good repair and fairly well kept, but they are not provided with adequate fire protection.

Movable equipment: Estimated value, \$12,139. A large part of the equipment is in shop tools and farm implements.

Recommendations.—1. That the industrial and agricultural work be organized on an educational basis and correlated with the academic classes.¹

2. That more emphasis be placed on the training of teachers.

Dates of visits: May, 1913; February, 1915.

NORMAL.

ALABAMA AGRICULTURAL AND MECHANICAL COLLEGE.

President: W. S. Buchanan.

A school of secondary grade, enrolling over 150 elementary pupils. The industrial equipment is fairly extensive, but the instruction in industrial subjects is poorly organized. Little educational use is made of the agricultural equipment.

The land, buildings, and fixed equipment belong to the State, but much of the movable equipment is owned by the heirs of the former principal. The school was founded in 1875 by the Alabama Legislature. It receives the Federal land-grant appropriation for agricultural and mechanical education. It is controlled by a board of white trustees, the Governor of the State and the State superintendent of schools being ex officio members. The three other members are appointed by the Governor as vacancies occur. The school has also an advisory board of colored men.

Attendance.—Total, 264; elementary 179, secondary 73; nurse training 8, special 4. Practically all the students board at the school. Of those reporting sex, 51 were male, 45 female; of those reporting home address, 77 were from Alabama and 19 from other States; 40 were from farm homes. The reported enrollment for the year was 331.

Teachers and workers.—Total, 27; all colored; male 15, female 12; grades 6, academic 9, boys' industries 5, girls' industries 2, commercial 2, nurse training 2, matron 1. Two of the academic teachers give part time to industrial work and one gives part time to agriculture.

¹ See recommendations in summary chapter, p. 22.

Organization.—The school day is divided between classroom recitation in the morning and three hours of trade work in the afternoon. The academic teachers have very small classes and a complicated list of subjects. One teacher reports six classes, of which four have 3 pupils each, one 6, and one 22.

Elementary: The elementary work is done in the seven grades and the first-year high school.

Secondary: The pupils in the last three years of the high-school course and in the so-called teachers' college are doing secondary work. The subjects of the high-school course include: Latin, 2 years; English, $2\frac{1}{2}$; mathematics, 2; elementary science, 2; history, $2\frac{1}{2}$; music, $\frac{1}{2}$. The "teachers' college" continues the secondary work, offering Latin, mathematics, physiology, English, history, and several teacher-training subjects. This attempt to extend the secondary course limits the work which should be done in elementary science, history, civics, and hygiene.

Industrial: The time required for trades is three hours daily for three years, the handwork for boys and the commercial course being classed as trade work. The attendance of pupils above the seventh grade in the trades was: Carpentry, 7 pupils; blacksmithing, 4; masonry, 6; printing, 9; machine work, 4; shoemaking, 1; painting, 3; and tailoring, 6. Good work is done in the carpenter shop and fair work in the blacksmith shop. The work in both shops consists largely of ordinary repairing. Instruction in the other trades is of little value. The whole industrial system seems to lack organization and force.

Much good work is done by the girls in sewing, millinery, and cooking; the school dining room is in no way connected with the training in domestic science, however. In equipment and method of handling its example is poor. Nurse training is given to eight young women in a well-equipped hospital under the direction of a competent physician. A few young women are in commercial courses and printing.

Agriculture: The physical equipment for teaching agriculture is fair. The teaching force is limited to one trained man and one laborer. Above the seventh grade six pupils report agriculture as their chosen "trade." Some classroom work in agriculture is given in the grades.

Financial, 1913-14.—Few records are kept. Federal and State funds, the chief source of revenue, were disbursed through the treasurer, who is a lawyer in Huntsville. The treasurer kept no records except the check book. No requisition or voucher form was used. At the school the system was also inadequate. Original entries had been made of the transactions, but there were no ledger postings. The boarding department is conducted independently by the president, and figures for the department are not included in the books and financial statements of the school. According to the president, the more important financial items for the year were:

Income, excluding noneducational receipts.....	\$29, 209
Expenditures, less noneducational receipts.....	30, 900
Indebtedness.....	13, 229
Value of plant.....	182, 500

Sources of income: Federal land-grant funds, \$22,500; State appropriations, \$4,000; tuition and fees, \$1,660; rent of land, \$704; Smith-Lever Fund (Federal), \$195; county,

\$150. The noneducational receipts amounted to \$967, of which \$503 was from the farm and \$464 from the trade school.

Items of expenditure: Salaries, \$18,842; equipment, \$4,732; student labor, \$2,987 (trade school, \$2,131; farm, \$640; academic department, \$216); power, light, and heat, \$2,006; repairs, \$1,003; outside labor, \$217 (trades, \$144; farm, \$73); supplies and sundry expenses, \$2,080.

Indebtedness: The indebtedness of \$13,229 was reported as accounts payable for equipment and supplies.

Plant.—Land: Estimated value, \$35,000. Of the land, \$25,000 is in the school grounds and \$10,000 in the farm. The school owns 182 acres, of which 90 are under cultivation. Much of the land is on a rocky hillside and can not be used for agricultural purposes. The campus is fairly well kept.

Buildings: Estimated value, \$125,000. There are 16 principal buildings, 9 of which are of brick. In addition there are several small structures used for teachers' homes, shops, farmhouses, and other purposes. Palmer Hall, a large three-story brick building, is used for academic purposes, chapel, and girls' dormitory. The domestic science building and the Carnegie Library are neat two-story brick structures of colonial design. The Virginia McCormick Hospital, a new two-story brick building, with its equipment, is the result of a special gift to the school. Three large frame buildings are used for dormitories and dining room. The pumping station and reservoir furnish power and water to the various buildings.

Movable equipment: Estimated value, \$22,500. Of this \$10,000 is in shop machinery and tools, \$4,000 in library books and fixtures, \$4,000 in furniture for dormitories and classrooms, \$2,500 in farm implements and live stock, \$1,000 in scientific apparatus, and \$1,000 in other equipment.

Recommendations.—1. That the organization be simplified in order that the school may fulfill the requirements of the land-grant fund for agricultural and mechanical education. The agricultural department should be made effective and trade instruction should be better organized.

2. That the secondary department and teacher training be strengthened before work of higher grade is attempted.

3. That the theory and practice of gardening be made a part of the regular course.¹

4. That the supervision of boys' dormitories be improved so as to develop habits of neatness and order, and that suitable dormitories for boys be erected.

5. That the boarding department be conducted by the school, adequate dining-room facilities furnished, and the department conducted in cooperation with the domestic science department.

6. That the movable equipment, now owned by the heirs of the former principal, be acquired by the State.

7. That an adequate accounting system be installed and the books audited annually by an accredited accountant.

Dates of visits: May, 1913; February, 1915.

¹ See recommendations in summary chapter, p. 22.

NEGRO EDUCATION.

MOBILE COUNTY.

	White.	Negro.
Population, 1910.....	46, 111	34, 719
Children 6 to 14 years of age, 1910.....	8, 305	5, 833
Teachers' salaries in public schools, 1911-12.....	\$114, 798	\$19, 149
Teachers' salaries per child 6 to 14 in county.....	\$13. 82	\$3. 28
Percentage illiterate, 1910.....	3. 0	28. 9

The rural population is 36.3 per cent of the total. The average length of the public-school term is 9 months for white pupils and 7.2 months for colored. The number of teachers is 245 in white schools and 86 in colored schools. The average attendance is 5,430 white pupils and 2,533 colored pupils. The county training school described below is an effort to improve the educational facilities of the county. A Jeanes Fund supervising industrial teacher travels in the county aiding the teachers in rural schools to introduce industrial work and to extend the influence of the school into the community.

PLATEAU.

MOBILE COUNTY TRAINING SCHOOL.

Principal: I. J. Whitley.

A school of elementary grade offering some industrial work. It has been selected as a central institution to supplement the work of the public schools.

Attendance.—Total, 241; all elementary.

Teachers and workers.—Total, 6; all colored; male 2, female 4. A Jeanes Fund supervising teacher makes her headquarters at the school and teaches industries.

Organization.—The work covers the regular eight elementary grades. Instruction in cooking and sewing is provided for girls. The boys cultivate the school garden, but the educational possibilities of this work are not developed.

Financial, 1914-15.—The income was approximately \$2,500, of which \$1,360 was from the county, \$500 from the Slater Fund, \$320 from the Jeanes Fund, and \$320 from the colored people of the community. Of the income \$1,800 was expended in salaries and \$700 in repairs and other expenses.

Plant.—Estimated value, \$1,500. The plant consists of about one-fourth of an acre of land, a frame building, and a little equipment for classrooms and simple industrial work.

Recommendations.—1. That increased provision be made for industrial work.¹

2. That additional facilities be provided for secondary work and teacher training.¹

Date of visit: January, 1914. Facts verified, 1916.

MOBILE.

	White.	Negro.
Population, 1910.....	28, 737	22, 763
Children 6 to 14 years of age, 1910.....	4, 725	3, 451
Teachers' salaries in public schools, 1911-12.....	\$81, 403	\$11, 997
Teachers' salaries per child 6 to 14 in city.....	\$17. 22	\$3. 47
Percentage illiterate, 1910.....	1. 2	25. 9

There are 10 public schools for white pupils and 4 for colored. The number of teachers is 118 in white schools and 33 in colored schools. The average attendance is

¹ See recommendations in summary chapter, p. 22.

2,732 white pupils and 1,277 colored pupils. The four public schools for colored people are doing good work, but the attendance of a little over a third of the number of children 6 to 14 years of age crowds their capacity. To meet the need for additional elementary schools three Catholic schools and two independent institutions have been established. They are described in the summaries of small schools at the end of this chapter. In addition the Emerson Normal and Industrial Institute offers secondary and teacher training work. The city is in need of the secondary facilities provided by this school and by the public high school, but care should be taken that the two schools do not duplicate. The Emerson School should develop a boarding department so that it will serve as a central teacher-training institution for the city and surrounding counties.

MOBILE PUBLIC HIGH SCHOOL.

Principal: Wm. A. Caldwell.

A city high school with three years of secondary work and some provision for teaching industries. Large elementary grades are taught in the same building.

Attendance.—Secondary, 86; male 17, female 69. The elementary enrollment was 616.

Teachers.—Secondary, 5. There were also 14 teachers for the elementary grades.

Organization.—Secondary: The 3 years of secondary work include: Algebra, 3 years; Latin, 3; English, 3; history, 2; physics, 1; physical geography, 1.

Industrial: Cooking and sewing are provided for girls and manual training for boys; 5 periods per week are given to this work. The equipment is fairly good.

Plant.—Estimated value, \$10,000. The plant consists of a city lot, a large frame building, and classroom equipment valued at \$500.

EMERSON NORMAL AND INDUSTRIAL INSTITUTE.

Principal: Frank B. Stevens.¹

A day school of elementary and secondary grade. The work is being reorganized on modern principles. Considerable emphasis is given to community activities and industrial training.

The original site was purchased in 1867 by Ralph Emerson, of Rockford, Ill. The institution, under the name of Emerson College, was conducted at this location until destroyed by an incendiary fire in 1876. Another site was purchased in 1877, when the institution was rebuilt and the present name adopted. The school is owned and supported by the American Missionary Association of the Congregational Church.

Attendance.—Total, 298; elementary 258, secondary 40; male 110, female 188. The reported enrollment for the year was 325.

Teachers.—Total, 11; white 9, colored 2; male 2, female 9.

Organization.—Elementary: The elementary work covers the regular eight elementary grades.

Secondary: The secondary course is so arranged that pupils may elect one of five groups of subjects: College preparatory, which enrolled 15 pupils; domestic science, 8; manual training, 5; teacher training, 3; and commercial, 9. Ten secondary pupils were

¹ White; appointed since date of visit.

taking a combination of the manual training or domestic science course with one of the other courses. In addition to the special subjects in the five courses, each course requires: English, 4 years; mathematics, 3; elementary science, 2; history, 2½; civics, ½.

Industrial: Instruction in sewing is provided from the third grade through the tenth grade and in cooking from the seventh through the tenth. Manual training for boys is given in the elementary and secondary grades. In the upper grades industrial training is partly elective. The equipment in these courses is ample. A limited amount of gardening is also taught in the eighth and ninth grades.

Financial, 1913-14.—The financial management is supervised by the American Missionary Association. A simple and effective system of accounts has recently been installed. The more important items for the year were:

Income, excluding noneducational receipts.....	\$6,437
Expenditures, less noneducational receipts.....	6,437
Value of plant.....	33,000

Sources of income: American Missionary Association, \$3,795; tuition and fees, \$2,295; general donations, \$90; other sources, \$257. The noneducational receipts amounted to \$608, of which \$313 was from the boarding department, \$273 from sale of books, and \$22 from other sales.

Items of expenditure: Salaries, \$4,186; supplies for boarding department, \$825; equipment, \$489; student aid and labor, \$450; light, heat, and water, \$383; outside labor, \$282; repairs, \$257; other expenses, \$173.

Plant.—Land: Estimated value, \$3,500. The land comprises 4 acres of valuable city property. The grounds are fairly well kept.

Buildings: Estimated value, \$24,100. The buildings include one large brick building and four frame structures. The buildings are clean, but in need of repair.

Movable equipment: Estimated value, \$5,400. Of the movable equipment, \$800 is in library books and the remainder in furniture and apparatus.

Recommendations.—1. That the efforts of the school in behalf of reorganization be encouraged.

2. That the elementary grades be continued only so long as the city schools are inadequate.

3. That a boarding department be provided for out-of-town pupils, so that the benefits of the plant may be available to other communities.

Dates of visits: May, 1913; February, 1914. Facts verified in 1916.

MONTGOMERY COUNTY.

	White.	Negro.
Population, 1910.....	25,299	56,867
Children 6 to 14 years of age, 1910.....	4,271	12,113
Teachers' salaries in public schools, 1911-12.....	\$100,572	\$25,002
Teachers' salaries per child 6 to 14 in county.....	\$23.54	\$2.00
Percentage illiterate, 1910.....	1.7	35.4

The rural population is 53.6 per cent of the total. The average length of the public-school term is 9 months for white pupils and 5 months for colored. The number of teachers is 171 in white schools and 121 in colored schools. The average attendance is 3,583 white pupils and 4,400 colored pupils.

Effort is being made to improve the inadequate public-school facilities for colored people by providing better schoolhouses and introducing industrial work. Several very creditable rural school buildings have recently been erected through the combined efforts of the county, the people, and the Rosenwald Fund. A Jeanes Fund supervising industrial teacher travels in the county, helping the teachers in rural schools to introduce industrial work and to extend the influence of the school into the community. As the population is large, however, much remains to be done. Three private schools are supplementing the work of the public schools in the county. All are located in rural communities and are endeavoring to adapt their work to the needs of the people.

MONTGOMERY R. F. D.

ST. JOSEPH'S COLLEGE.

President: Father St. Lawrence.¹

An elementary school doing good work in a rural district. It is owned and supported by a Catholic Order. The 50 boys in attendance were all boarding at the school. Under the direction of three priests and three lay teachers the pupils do elementary classroom work 9 months in the year and industrial work all the year.

Financial, 1913-14.—The income was said to amount to about \$8,000. No details of sources of income or items of expenditure are available.

Plant.—Estimated value, \$25,000. The plant consists of a farm of 300 acres, an old plantation house, four temporary frame buildings with meager household furniture, classroom equipment, and shop tools and farm implements. The farm is cultivated with student labor, and the simple industrial work is fairly well done.

Recommendation.—The income and equipment of this school are such as to justify a more advanced type of work and a larger attendance.

Dates of visits: May, 1913; March, 1915. Facts verified, 1916.

MOUNT MEIGS.

PEOPLE'S VILLAGE SCHOOL.

Principal: Miss Georgia Washington.

A rural school of elementary grade. Though the teaching force and equipment are limited, good work is done. The neighborhood activities are effective.

The school is owned and controlled by a board of nine trustees.

Attendance.—Total, 197; male 82, female 115. The reported annual enrollment was 279. There were 12 boarders.

Teachers.—Total, 5, all colored; male 1, female 4.

Organization.—The classroom work is fairly well done. A few high-school subjects are taught in the ninth grade. Practical work in cooking and sewing is provided for the girls and gardening for the boys.

Financial, 1913-14.—The financial affairs are carefully administered and a printed statement is issued each year. According to the statement for the year the more important items were:

Income, excluding noneducational receipts	\$4, 091
Expenditures, less noneducational receipts	3, 951
Indebtedness	920
Value of plant	13, 250

¹ White.

Sources of income: Donations, \$2,733; tuition and fees, \$1,122; other sources, \$236. The noneducational receipts amounted to \$645, of which \$538 was from farm sales, and \$107 from sewing room and other sales.

Items of expenditure: Teachers' salaries, \$3,059; farm supplies, \$740; repairs to buildings, \$375; office expenses and insurance, \$250; sewing-room supplies, \$105; fuel, \$67.

Indebtedness: All of the indebtedness was for current bills and back salaries.

Plant.—Land: Estimated value, \$2,750. The land comprises 27½ acres, of which about 25 are cultivated. The campus is well kept.

Buildings: Estimated value, \$9,000. There are three frame buildings. The main building is a large two-story structure. An eight-room cottage is used for teachers' homes and girls' dormitory. The other building, containing five rooms, is used for dining room, laundry, and domestic science. The buildings are clean and in fairly good repair.

Movable equipment: Estimated value, \$1,500. The equipment consists of approximately \$800 in farm implements, live stock and industrial apparatus, and \$700 in classroom and dormitory furniture.

Recommendations.—1. That the equipment and teaching force be increased.

2. That simple manual training work in wood be introduced.

3. That the trustees endeavor to develop cooperation with the county authorities in the support of the work.

Dates of visits: January, 1914; March, 1915. Facts verified, 1916.

WAUGH.

MOUNT MEIGS COLORED INSTITUTE.

Principal: Miss Cornelia Bowen.

A rural school of elementary grade. Though its plant and teaching force are inadequate, the school has exerted considerable influence on the neighborhood. It is owned and controlled by a board of trustees, most of whom live in the North.

Attendance.—Total, 169; male 81, female 88. There were 15 pupils boarding at the school. The reported enrollment for the year was 206.

Teachers.—Total, 5, all colored; male 1, female 4.

Organization.—The 10 grades are doing elementary work. The program of the highest class includes geography, arithmetic, story of the Revolution, grammar, spelling, algebra, writing, reading, and drawing, together with a few secondary subjects. A limited amount of time is allotted to cooking, sewing, and manual training for all classes above the fourth grade. The agricultural work is of little educational value.

Financial, 1912-13.—Complete financial records are not kept at the school and questions relating to income and expenditure were referred to the treasurer; who lives in New Haven, Conn. As far as could be determined the more important items were:

Income, excluding noneducational receipts	\$3,600
Expenditures, less noneducational receipts	2,542
Value of plant	20,000

Sources of income: General donations, \$3,000; tuition and fees, \$600. The non-educational receipts were from the boarding department and amounted to \$221.

Items of expenditure: Salaries, \$1,792; material and supplies, \$150; other purposes, \$821.

Plant.—Land: Estimated value, \$5,500. The school owns 15 acres of land about 17 miles from Montgomery. About one-half of the land is cultivated.

Buildings: Estimated value, \$12,500. There are four frame buildings: The main building, containing classrooms on the first floor and auditorium on the second floor; the boys' dormitory, a small two-story dwelling; the shop; and a small cottage used by the principal and teachers.

Movable equipment: Estimated value, \$2,000. The equipment consists of approximately \$1,200 in furniture and shop tools and \$800 in live stock and farm implements.

Recommendations.—1. That more teachers be employed and better classroom facilities be provided.

2. That the theory and practice of gardening be made a part of the regular course and the work in manual training be strengthened.¹

3. That a bookkeeping system be installed at the school and a treasurer appointed who lives sufficiently near to exercise supervision.

Dates of visits: May, 1913; January, 1914. Facts verified, 1916.

MONTGOMERY.

	White.	Negro.
Population, 1910.	18, 802	19, 322
Children 6 to 14 years of age, 1910.	2, 968	3, 105
Teachers' salaries in public schools, 1911-12.	\$62, 153	\$12, 029
Teachers' salaries per child 6 to 14 in city.	\$20. 94	\$3. 87
Percentage illiterate, 1910.	1. 1	25. 1

There are 10 public schools for white pupils and 4 for colored in Montgomery city. The number of teachers is 88 in white schools and 35 in colored schools. The average attendance is 2,306 white pupils and 1,255 colored pupils. The four public schools for colored people offer elementary training only. The attendance is a little over one-third of the pupils 6 to 14 years of age, indicating clearly the need for increased elementary school facilities. The two private schools and the State normal school all enroll elementary pupils. The Montgomery Industrial School for Girls gives excellent elementary and industrial training, but the Stokes Institute is of slight educational value. This school is described in the summary of small Baptist schools for the State. The State normal school serves largely as a city high school enrolling large elementary grades. Effort should be made to have the city provide for the pupils from Montgomery, so that the State school may center its energies on teacher training and secondary and industrial work. To this end a boarding department should be established.

MONTGOMERY INDUSTRIAL SCHOOL FOR GIRLS.

Principals: Miss Alice L. White,² Miss H. Margaret Beard.²

A well-managed elementary day school for girls. The literary and industrial courses are thorough and well adapted to the needs of the pupils.

The school was founded in 1886 by its present principals and its growth is largely due to their devotion and ability. It is owned and controlled by an incorporated board of trustees.

¹ See recommendations in summary chapter, p. 22.

² White.

Attendance.—Total, 325, all girls; all elementary. The regularity of attendance is far above that of the average colored school.

Teachers.—Total, 10, all white; all women. The teaching corps is efficient.

Organization.—The course begins with the kindergarten and includes all classes through the eighth grade. Subjects are well selected and adequate time is given to both literary and industrial subjects.

The industrial courses include cooking, sewing, and basketry, and emphasize both the theoretical and practical phases of the work. Provision is also made for a simple course in nurse training, with practical instruction in hygiene and care of the sick.

Financial, 1913-14.—The business management is economical and the school funds are carefully handled. The more important items were:

Income, excluding noneducational receipts.....	\$7, 500
Expenditures, less noneducational receipts.....	7, 500
Value of plant.....	26, 000

Sources of income: General donations, \$6,000; tuition and fees, \$1,500.

Items of expenditure: Salaries, \$3,650; other expenses, \$3,850.

Plant.—Land: Estimated value, \$3,000. The school is located on a large city lot near the State capitol.

Buildings: Estimated value, \$18,000. There are two frame buildings, one of which is the school building and the other the teachers' home. The school building is a two-story structure, simple, substantial, and well adapted to its purpose. The teachers' home is a renovated antebellum residence. The buildings and grounds are in excellent condition.

Movable equipment: Estimated value, \$5,000. Of this \$4,000 was in furniture and \$1,000 in domestic science equipment.

Recommendation.—That liberal support be provided.

Dates of visits: December, 1914; February, 1915.

STATE NORMAL SCHOOL FOR COLORED STUDENTS.

President: J. W. Beverly.¹

A day school of secondary grade with a large elementary enrollment. Some provision is made for industrial work and teacher training.

The institution was established as Lincoln Normal University at Marion, Perry County, by act of the Alabama Legislature in 1873. It was moved to Montgomery in 1889 and the name changed to its present title. The State appropriations have been supplemented by the Peabody and Slater funds. Title to the property is vested in a board of white trustees appointed by the Governor. The former president, William B. Patterson, a white man, was in charge of the school for over 40 years and did much for its development.

Attendance.—Total, 714; elementary 575, secondary 139. Of the 227 pupils reporting sex and home address, 85 were male and 142 female; 141 were from Montgomery and 86 from other parts of Alabama. There were 63 from farm homes.

Teachers.—Total, 31; white 2, colored 29; male 8, female 23; elementary 13, secondary 10, boys' industries 3, girls' industries 3, others 2.

¹Elected since date of visit.

Organization.—Elementary: The elementary work covers eight grades. The eighth grade is taught on the departmental plan. Some of the classrooms are overcrowded. The teaching is fairly effective.

Secondary: The four-year secondary course includes: English, 3 years; Latin, 3; mathematics, 4; elementary science, 2; history, 2½; education, 1; drawing and modeling, 2½; bookkeeping, 1. A limited amount of time is given to observation and practice teaching.

Industrial: Good manual training courses are provided in carpentry, wheelwrighting, and blacksmithing. Instruction in sewing is provided for the girls. At the time of visit there was no instruction in cooking. A course in art drawing is offered to both boys and girls of the upper classes.

Financial, 1913-14.—Apparently no books were kept and details of expenditure were not obtainable. As far as could be determined the more important items were:

Income.....	\$21,500
Expenditures.....	21,500
Value of plant.....	70,000

Sources of income: State appropriation, \$16,000; tuition, \$4,000; Slater Fund, \$1,500.

Items of expenditure: Salaries, \$15,000.

Plant.—Land: Estimated value, \$2,000. The school grounds comprise 5 acres. The campus is fairly well kept.

Buildings: Estimated value, \$65,000. The buildings include a large two-story brick structure used for administration and classroom purposes, an industrial building, and several smaller structures used for library and other purposes.

Movable equipment: Estimated value, \$3,000. Of this about \$1,000 is in classroom furniture and \$2,000 in shop equipment.

Recommendations.—1. That the institution be relieved of the large elementary enrollment so that it may devote its energies to the preparation of teachers.

2. That adequate provision be made for teacher-training subjects, elementary science, theory and practice of gardening, and hygiene and sanitation.

3. That a system of accounting be installed and an annual audit made by an accredited accountant.

Dates of visits: May, 1913; January, 1914. Facts verified, 1915.

PERRY COUNTY.

	White.	Negro.
Population, 1910.....	6,727	24,494
Children 6 to 14 years of age, 1910.....	1,447	5,835
Teachers' salaries in public schools, 1911-12.....	\$24,531	\$7,872
Teachers' salaries per child 6 to 14 in county.....	\$16.95	\$1.34
Percentage illiterate, 1910.....	5.8	43.6

The entire population is rural. The average length of the public school term is 7.4 months for white pupils and 4.7 months for colored. The number of teachers is 63 in white schools and 59 in colored schools. The average attendance is 877 white pupils and 2,089 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising industrial teacher travels in the county and helps the teachers in rural schools to introduce industrial work and extend the influence of the school into the community. The Lincoln Normal and Industrial School, in Marion, is endeavoring to meet the evident need for better schools. An excellent boarding department enables pupils from country districts to take advantage of its opportunities. The Marion Baptist Academy is of little educational value to the town. It would be more useful if moved to a rural district or combined with one of the stronger Baptist schools of the State. This school is described in the summary of local Baptist schools for Alabama.

MARION.

LINCOLN NORMAL AND INDUSTRIAL SCHOOL.

Principal: Miss M. E. Phillips.¹

A school of elementary and secondary grade with a small boarding department. The classroom work and management are effective.

The school was founded in 1869 by the American Missionary Association of the Congregational Church and is owned and operated by that body. For a number of years the institution was the State Normal School. It has the interest of the prominent white and colored citizens of Marion.

Attendance.—Total, 270; elementary 248, secondary 22; boarders, 71. Of the pupils above the sixth grade, 19 were boys and 20 girls. Practically all were from Marion or the immediate vicinity. The reported enrollment for the year was 342.

Teachers and workers.—Total, 16; white 15, colored 1; male 1, female 15; grade and academic 12, industrial 3, and the treasurer.

Organization.—The eight elementary grades are well taught. The secondary course includes: English, 3½ years; elementary science, 2; mathematics, 1; history, 3; Bible, 3; spelling, 2; writing, 1. The more advanced pupils take a year of child study and class management.

The girls have two hours daily in cooking and sewing. The boys receive instruction in manual training. The shop equipment is limited. Agriculture, consisting of simple gardening, is reported by 17 pupils above the sixth grade. The boarding pupils assist in the farm labor and care of farm animals.

Financial, 1913-14.—A simple and effective system of accounts has been installed recently. The financial management is controlled by the American Missionary Association. The more important items for the year were:

Income, excluding noneducational receipts.....	\$7, 294
Expenditures, less noneducational receipts.....	7, 294
Value of plant.....	27, 600

Sources of income: American Missionary Association, \$4,364; tuition and fees, \$1,617; donations, \$1,224; other sources, \$89. The noneducational receipts amounted to \$2,869, of which \$2,207 was from the boarding department and \$662 from farm and other sales.

¹ White.

Items of expenditure: Salaries, \$4,329; supplies for boarding department, \$2,443; equipment, \$958; student aid and labor, \$550; light, heat, and water, \$530; repairs, \$323; academic supplies, \$146; other expenses, \$884.

Plant.—Land: Estimated value, \$2,050. The land comprises 35 acres, of which 5 acres are used for school campus and 30 acres are under cultivation. The campus is well kept.

Buildings: Estimated value, \$21,900. There are three large brick buildings, two large frame buildings, and two small frame structures. The buildings are clean and in good repair.

Movable equipment: Estimated value, \$3,650. Of the movable equipment about \$2,000 is in furniture for classrooms and dormitories and \$1,000 in shop and farm equipment.

Recommendations.—1. That effort be made by the trustees to obtain the cooperation of the public authorities in developing the institution into a county training school.¹

2. That manual training equipment be provided.

Date of visit: December, 1914. Facts verified, 1916.

PICKENS COUNTY.

	White.	Negro.
Population, 1910.....	12, 104	12, 957
Children 6 to 14 years of age, 1910.....	2, 683	3, 243
Teachers' salaries in public schools, 1911-12.....	\$20, 896	\$4, 641
Teachers' salaries per child 6 to 14 in county.....	\$7. 77	\$1. 43
Percentage illiterate, 1910.....	8. 9	59. 0

The entire population is rural. The average length of the public school term is 5.5 months for white pupils and 4 months for colored. The number of teachers is 89 in white schools and 43 in colored schools. The average attendance is 1,882 white pupils and 1,557 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. In order to provide a central institution where the training given in the rural schools may be supplemented, the county, in cooperation with the Slater Fund and the General Education Board, is developing the school at Carrollton. A Jeanes Fund county supervising industrial teacher travels in the county and aids the teachers in rural schools to introduce industrial work and extend the influence of the school into the community.

CARROLLTON.

PICKENS COUNTY TRAINING SCHOOL.

Principal: Miss Elizabeth Gulley.

A school of elementary grade selected as a central institution to supplement the work of the public schools.

Attendance.—Total, 114; boarders, 6.

Teachers.—Total, 4; all colored; male 2, female 2; academic 2, agriculture and manual training 1, domestic science 1.

¹ See recommendations in summary chapter, p. 22.

Organization.—An eight-grade course is provided. The industrial work consists of sewing, basketry, and agriculture. The school term is 7½ months.

Financial, 1914-15.—The income amounted to approximately \$1,250, of which \$750 was from the county and \$500 from the Slater Fund. Of the income \$1,155 was expended for salaries and the remainder for general expenses.

Plant.—Estimated value, \$3,700. The plant consists of the building, value \$2,350; land, value \$1,000; and equipment, valued at \$350. There are 10 acres of land and a new frame building toward which the colored people of the community have contributed about \$1,200.

Recommendation.—That the work be encouraged and additional facilities for teacher-training and high-school subjects be supplied as needed.

SUMTER COUNTY.

	White.	Negro.
Population, 1910.....	5,377	23,322
Children 6 to 14 years of age, 1910.....	1,102	5,931
Teachers' salaries in public schools, 1911-12.....	\$28,830	\$3,960
Teachers' salaries per child 6 to 14 in county.....	\$26.16	\$0.66
Percentage illiterate, 1910.....	1.8	53.3

The entire population is rural. The average length of the public school term is 8.3 months for white pupils and 4.9 months for colored. The number of teachers is 55 in white schools and 40 in colored schools. The average attendance is 995 white pupils and 2,144 colored pupils.

These statistics indicate the need for increased public school facilities. The work of the elementary schools should be extended and strengthened. An attempt was made to found a private school at Geiger, but the project was abandoned when the building burned in 1915. The town of Livingston provides no public school for Negroes and the Livingston Normal and Industrial Institute therefore deserves encouragement from the county authorities. Effort should be made to give a higher grade of work at this private school, so that pupils of the surrounding rural districts may have an opportunity for more advanced training.

LIVINGSTON.

LIVINGSTON COLORED NORMAL AND INDUSTRIAL INSTITUTE.

Principal: A. S. Plump.

A small elementary day school with limited boarding accommodations. It is located in a town which has no public school for Negroes and receives the public appropriations.

The school was founded in 1908 by the local Baptist association and is owned by a board of trustees elected by the association.

Attendance.—Total, 106; all elementary; boarders, 10. The reported enrollment for the year was 125. The work covers seven elementary grades, with three periods a week of cooking and sewing.

Teachers.—Total, 3; all colored; male 1, female 2.

Financial, 1912-13.—The income amounted to \$875, of which \$350 came from the local Baptist association, \$425 from donations, and \$100 from the county. Practically all of the income was expended for teachers' salaries.

Plant.—Estimated value, \$3,000. There are two buildings, one new frame building and the principal's residence. No educational use is made of the 40 acres of land. The premises are well kept. There is an indebtedness of \$800 on the building.

Recommendation.—That the school authorities endeavor to have the county take over the work as a county training school.¹

Date of visit: January, 1914.

TALLADEGA COUNTY.

	White.	Negro.
Population, 1910.....	19, 645	18, 265
Children 6 to 14 years of age, 1910.....	4, 375	4, 703
Teachers' salaries in public schools, 1911-12.....	\$46, 526	\$8, 582
Teachers' salaries per child 6 to 14 in county.....	\$9. 26	\$1. 82
Percentage illiterate, 1910.....	11. 3	37. 6

The rural population is 84.6 per cent of the total. The average length of the public-school term is 6.8 months for white pupils and 5.2 months for colored. The number of teachers is 95 in white schools and 55 in colored schools. The average attendance is 2,508 white pupils and 2,358 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. Talladega College should not be burdened with the necessity of maintaining a large elementary department. It should be developed to meet the larger needs of the whole State for teachers and ministers.

TALLADEGA.

TALLADEGA COLLEGE.

Dean: F. A. Sumner.²

A school of secondary and collegiate grade with large elementary enrollment and a theological department. It is the only institution in Alabama equipped to give education of college grade to colored people. It maintains a boarding department with dormitories efficiently supervised. The reorganization of courses now being effected is in accordance with the policy of progressive colleges.

The school was founded in 1867 by the American Missionary Association of the Congregational Church and it is owned and supported by that association.

Attendance.—Total, 561; elementary 382, secondary 124, collegiate 45, theological 10; male 264, female 297. Of the pupils above elementary grades 129 were boarders; 36 were from Talladega, 86 from other places in Alabama, and 57 from other States. Forty-two were from farm homes. The reported enrollment for the year was 668.

Teachers and workers.—Total, 41; white 29, colored 12; male 12, female 29; grades 9, academic 11, theological 2, music 3, boys' industries 2, girls' industries 4, executive and office workers 5, matrons 4, night school 1.

Organization.—The courses of study have recently been reorganized to give more recognition to science, history, and new movements in education.

Elementary: The first five grades and kindergarten are taught in the Cassedy School of Observation and Practice under the direction of the teacher-training department. The three higher grades are taught on the departmental basis. The college has

¹ See recommendations in summary chapter, p. 22.

² White; elected since date of visit.

offered Talladega city a site for a public school for colored children. If this offer is accepted, the Cassedy school will then be conducted strictly as a practice school for teacher-training.

Secondary: The secondary work is so arranged that one of three courses may be taken. The courses are the classical, which enrolled 45 pupils; the mechanic arts, with 28; and household economics, with 32. The teacher training is done in connection with the mechanic-arts and the household-economics courses. The subjects common to all three courses are: English, 4 years; mathematics, 3; elementary science, 1; history, 1; civics, 1. The classical course adds three years of Latin; the mechanic-arts and the household economics courses include some industrial work and a half year of methods. The simple arrangement of courses, as printed in the 1913-14 catalogue, is worthy of imitation. The electives offered are grouped about Latin, agriculture and mechanic arts, or home economics and teacher training. Teaching methods may also be combined with mechanic arts. Pupils electing Latin are required to take the subject five periods a week for four years; they must also take one of the following: Greek, modern language, or physics. Electives in manual arts, including agriculture and household arts, require 10 or 15 periods a week, with physics or methods and practice teaching in addition.

Collegiate: The college subjects and attendance on day of visit were: English, 42 pupils; biology, 32; history, 26; mathematics, 20; German, 22; Latin, 6; Greek, 3; chemistry, 6; economics and sociology, 8; religion, 9; psychology, 12; education, 15; logic, 12; and art, 8. There were also a few students in physiology. The course outlined in the catalogue for 1915-16 is intended to prepare pupils for active service in teaching or for further study in progressive professional schools. The entrance requirements are noteworthy in the amount of credit allowed in manual arts and in the freedom from overemphasis on foreign languages.

Theological: The theological department, with a special building and two well-trained teachers, is equipped to do good work. Only a few of the pupils had more than an elementary education, however, and the grade of work done was necessarily low. Hereafter two years of college work will be required for entrance.

Musical: The facilities for teaching music are ample. The courses include pipe organ, piano, violin, and voice culture.

Industrial: The manual-training courses in wood and iron are well organized and well equipped. Much good work is done by the boys and girls of the seventh, eighth, and ninth grades. In the secondary grades the work is elective. A few pupils receive instruction in printing.

Ample provision is made for instruction in sewing and cooking; there are two teachers of sewing and one of cooking. The instruction is given throughout most of the elementary grades and in some of the secondary classes. The home training in the dormitories contributes much to the education of the students. The work in Foy Cottage, the home of the senior young women, is done entirely by the students in residence.

Six young women were in the nurse-training department. The instruction is given in the school hospital by the superintendent and a local physician.

Agriculture: While the large, well-cultivated farm serves as an example of good farming to the county, its cultivation forms only a small part of the educational program for the students. Only the students who work on the farm to earn school expenses have an opportunity to obtain farm experience. Some instruction in gardening is provided for the elementary pupils. Plans have been made to make the theory and practice of gardening a part of the regular course.

Extension work: The extension department is spreading its influence over the county. Among the activities are a teachers' institute association, meeting three times a year; a fair; a corn prize contest; and people's day, with practical demonstrations in home activities and in farming. Through these meetings the institution is not only giving the county the benefit of its own equipment but is enlisting the aid of the State and National Governments.

Financial, 1913-14.—The business affairs are well managed, but the accounting system is inadequate. Old-fashioned methods of bookkeeping have been followed and the extensive operations of the boarding department, farm, dairy, and hospital are not shown in such a way that the net cost or income from these departments can be obtained. The budget system was adopted for 1914-15. As far as could be determined, the more important items were—

Income, excluding noneducational receipts	\$39, 822
Expenditures, less noneducational receipts	39, 286
Value of property	458, 019

Sources of income: American Missionary Association and endowment funds, \$25,575; tuition and fees, \$5,965; general donations, \$5,871; donations for scholarship, \$1,411; Slater Fund, \$900; Phelps-Stokes Fund, \$100. The noneducational receipts amounted to \$10,830, of which \$6,515 was from the boarding department, \$3,353 from the farm and dairy, \$811 from the hospital, and \$151 from the trade school. In addition to these receipts from outside sources, the farm products used by the school amounted to \$7,068, while the boarding department furnished student labor amounting to \$6,411 teachers' board amounting to \$2,700, and hospital board amounting to \$946.

Items of expenditure: Salaries, \$21,575; equipment and material for boarding department and farm, \$16,495; power, light, heat, and water, \$6,104; repairs, \$2,457; administrative offices and traveling expenses, \$1,142; outside labor for boarding department and farm, \$981; advertising and soliciting funds, \$845; supplies for academic departments, \$517.

School property: The property consists of \$289,091 in the school plant, \$117,724 in general endowments, and \$51,204 in special endowments. Of the special endowments \$20,600 is in scholarship funds, \$20,000 is endowment of the president's chair, and \$7,000 in the nurse training school fund. The endowment funds are handled and invested by the American Missionary Association.

Plant.—Land: Estimated value, \$45,000. The school owns 815 acres of land. The campus and athletic fields comprise about 50 acres; approximately 400 acres are under cultivation and the remainder is in pasture and wood land. The campus is unusually attractive. It is well kept and shaded by large trees.

Buildings: Estimated value, \$197,125. There are over 20 buildings on the grounds, including several large brick structures, a number of neat cottages, and a large model

barn. A good sewerage system is provided. Most of the buildings are in good repair. The school buildings and dormitories are clean.

Movable equipment: Estimated value, \$46,966. Of the movable equipment, \$25,043 was in furniture in classrooms, dormitories, and teachers' homes, \$14,563 in farm equipment and live stock, \$6,684 in shop equipment and machinery, and \$676 in scientific apparatus.

Recommendations.—1. That the efforts to reorganize the departments with increased emphasis on teacher training, science, and history be encouraged.

2. That the theory and practice of gardening be made a part of the secondary course.¹

3. That the plan to cooperate with Talladega city in building a city school receive financial aid.

Date of visit: February, 1915.

TUSCALOOSA COUNTY.

	White.	Negro.
Population, 1910.....	28,533	9,026
Children 6 to 14 years of age, 1910.....	5,865	4,083
Teachers' salaries in public schools, 1911-12.....	\$51,050	\$17,604
Teachers' salaries per child 6 to 14 in county.....	\$8.70	\$4.31
Percentage illiterate, 1910.....	11.9	41.6

The rural population is 82.3 per cent of the total. The average length of the public-school term is 5.4 months for white pupils and 5.2 months for colored. The number of teachers is 157 in white schools and 63 in colored schools. The average attendance is 3,710 white pupils and 1,820 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Stillman Institute, designed to train Presbyterian ministers of the colored race, is the only colored school maintained by the Southern Presbyterian Church, and should be strengthened and developed. The small reform school maintained in the county is described in the summary of special institutions. A Jeanes Fund supervising industrial teacher travels in the county and aids the teachers in rural schools to introduce industrial work and extend the influence of the school into the community.

TUSCALOOSA.

STILLMAN INSTITUTE.

Superintendent: J. H. Davis.²

A religious training school with elementary classes and farm practice for boarding pupils. It is one of two institutions for colored people operated by southern denominations and taught by southern white people.³ The institution was founded in 1876 by Dr. C. A. Stillman, the pastor of the local Presbyterian Church. It is owned and supported by the executive committee on home missions of the Southern Presbyterian Church. Effort is being made to move the school from its present location to a site in the open country.

Attendance.—Total, 51; elementary and secondary 30, theology 21.

¹ See recommendations in summary chapter, p. 22.

² White.

³ See Paine College, Augusta, Ga.

Teachers.—Total, 5; all southern white men.

Organization.—Elementary: The elementary work is done in the first three years of the academic department. In the third academic year the subjects are arithmetic, grammar, United States history, agriculture, physiology, and Bible.

Secondary: The fourth-year academic and theological pupils were doing secondary work. In the fourth year of the academic course rhetoric, literature, history, psychology, and Bible are the subjects offered.

Theological: The three-year theological course includes systematic theology, New Testament exegesis, pastoral theology, homiletics, and general history.

Agriculture: Classroom instruction in agriculture is given to pupils in the third academic class and all pupils boarding at the school are required to work on the farm.

Financial, 1913-14.—The more important items for the year were:

Income, excluding noneducational receipts.....	\$7,300
Expenditures, less noneducational receipts.....	6,325
Value of plant.....	51,000

Sources of income: Home mission board of the Presbyterian Church, \$4,000; general donations, \$3,000; tuition and fees, \$300. The noneducational receipts were from sale of farm products and live stock and amounted to \$1,000. Board and room rent are paid for by work on the farm.

Items of expenditure: Salaries, \$4,000; supplies for boarding department, \$2,500; equipment, \$400; traveling expenses, \$300; fuel, light, and water, \$125.

Plant.—Land: Estimated value, \$40,000. The school site comprises 40 acres on the western edge of the town. The location is high and grounds are well shaded and attractive. About 30 acres are under cultivation.

Buildings: Estimated value, \$8,000. The main building is an old-fashioned brick mansion of colonial design with massive Corinthian columns. A two-story frame building contains assembly hall, recitation rooms, and dormitory. Two neat frame cottages are used as the homes of the dean and teachers. There are several other frame houses and a barn.

Movable equipment: Estimated value, \$3,000. Of this \$1,200 is in library books and fixtures, \$1,000 in farm implements and live stock, and \$800 in furniture.

Recommendations.—That the plan to move the institution out of town be encouraged.

2. That effort be made to extend the benefit of the institution to a larger number of pupils.

3. That the instruction be broadened to include training for social service and that increased contact with the actual conditions of colored people be developed.

Dates of visits: February, 1914; February, 1915.

WALKER COUNTY.

	White.	Negro.
Population, 1910.....	30,475	6,538
Children 6 to 14 years of age, 1910.....	7,042	1,166
Teachers' salaries in public schools, 1911-12.....	\$42,598	\$3,675
Teachers' salaries per child 6 to 14 in county.....	\$6.04	\$3.15
Percentage illiterate, 1910.....	12.8	30.4

The rural population is 93.2 per cent of the total. The average length of the public school term is 4.62 months for white pupils and 5.3 months for colored. The number of teachers is 165 in white schools and 19 in colored schools. The average attendance is 4,283 white pupils and 577 colored pupils. The colored people of Walker County are mostly in Jasper and the mining districts around Corona. The Corona Normal and Industrial Institute, supported cooperatively by the county and the mining company, offers good opportunities for secondary and industrial training for colored people. With some extension it could supply the need for teachers in this section of Alabama.

CORONA.

CORONA NORMAL AND INDUSTRIAL INSTITUTE.

Principal: M. H. Griffin.

A well-managed school of elementary and secondary grade supplying the needs of a large mining community. A limited amount of industrial and agricultural training is given.

The school was founded in 1903 by the officers of the Corona Coal & Iron Co. as a school for its miners. It is supported by assessments upon the salaries of the miners and a small appropriation from the county. The officers of the mining corporation serve as trustees.

Attendance.—Total, 373; elementary 343, secondary 30; male 152, female 221; boarders, 50.

Teachers and workers.—Total 8, all colored; male 4, female 4.

Organization.—Elementary: The elementary work covers eight grades.

Secondary: The secondary course includes: Latin, 1½ years; English, 2; mathematics, 4; physics, ½; history, 1; physical geography, ½; agriculture, ½; physiology, ½; psychology, ½; theory and practice teaching, 3.

Industrial: Good industrial training is provided for girls. The work comprises plain sewing, cooking, and a short course in millinery. In the cooking course girls of the two upper classes are required to serve as assistants in the school kitchen. Boys are required to give some time to agriculture. While the farm is well equipped and the cultivation successful, the educational phases of the work are not sufficiently emphasized.

Night school: Special night classes in elementary subjects are held for the miners and bulletins from the United States Bureau of Mines are studied and explained.

Financial, 1913-14.—The bookkeeping is inadequate, but the financial affairs are well managed. No books are kept for the boarding department and farm, but the principal stated that these departments were self-supporting. They are omitted from the statement below. Each colored miner is assessed \$1 per month by the Corona Coal & Iron Co. for the support of the school, and these assessments constitute the chief source of revenue. The more important items were:

Income.....	\$4,675
Expenditures.....	4,210
Value of plant.....	23,000

Sources of income: Assessment from colored miners, \$4,000; county funds, \$675.

Items of expenditure: Salaries, \$3,410; current expenses, \$948. The surplus income and special fund, \$483, were expended on new buildings.

Plant.—Land: Estimated value, \$10,000. The school owns 100 acres of land, 50 acres of which are cultivated.

Buildings: Estimated value, \$10,400. There are five frame buildings—the school building, two dormitories, the laundry, and a cottage. The buildings are well kept and in good repair.

Movable equipment: Estimated value, \$2,600. Of this \$1,000 was in furniture, \$1,000 in live stock, and \$600 in farm implements.

Recommendation.—That provision be made for manual training in wood and iron, and increased emphasis be given to the educational value of agriculture.¹

Date of visit: January, 1914. Facts verified; 1916.

WILCOX COUNTY.

	White.	Negro.
Population 1910	6,208	27,602
Children 6 to 14 years of age, 1910.	1,217	6,880
Teachers' salaries in public schools, 1911-12	\$30,129	\$3,750
Teachers' salaries per child 6 to 14 in county.	\$24.75	\$0.54
Percentage illiterate, 1910.	3.5	44.5

The entire population is rural. The average length of the public school term is 6.7 months for white pupils and 3.9 months for colored. The number of teachers is 82 in white schools and 54 in colored schools. The average attendance is 836 white pupils and 1,340 colored pupils.

The statistics indicate the inadequacy of public-school facilities for colored people. There is need for increased elementary, secondary, and industrial instruction. Several of the public schools are supported in part by local subscriptions and many of them are taught in privately owned buildings. One of these is the Rosebud Industrial School at Neenah. The six United Presbyterian schools and the Snow Hill Institute deserve encouragement. Effort should be made to coordinate the work of these schools so that they may continue to offer opportunities for better training without duplication. The Baptist school at Prairie, described in the summary of local Baptist schools for Alabama, is of slight educational value.

ANNEMANIE.

ARLINGTON LITERARY AND INDUSTRIAL SCHOOL.

Principal: J. T. Arter.

A school of elementary and secondary grade with crude equipment. It is doing a much needed work in a rural community.

The school was founded in 1902 and is owned and supervised by the Board of Freedmen's Missions of the United Presbyterian Church.

Attendance.—Total, 150; elementary 122, secondary 28; male 54, female 96; boarders, 87. The reported enrollment for the year was 318.

Teachers and workers.—Total, 14; all colored; male 7, female 7; grades and academic 6, boys' industries 4, girls' industries and matrons 3, farm worker 1.

¹ See recommendations in summary chapter, p. 22.

Organization.—The eight elementary grades are taught in crowded rooms. The secondary course covers three years. The industrial classes are small. The sewing and cooking are of a practical nature, including the making of garments and work in the dining hall. Industrial training for boys consists of a little work in wood and iron; the more advanced pupils repair wagons and fences. The work on the farm is directed by a farmer whose chief interest is raising crops rather than giving instruction in agriculture.

Financial, 1913-14.—The financial management is good, but the accounts are not kept in such manner as to indicate the exact cost of operating the farm and boarding department. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$5,723
Expenditures, less noneducational receipts.....	5,723
Value of plant.....	28,000

Sources of income: United Presbyterian Board, \$5,223; tuition and fees, \$500. The noneducational receipts were from the farm and boarding departments, both of which, according to the principal, were self-supporting and involved the expenditure of about \$5,000 a year.

Items of expenditure: Teachers' salaries, \$4,500; running expenses, \$1,223.

Plant.—Land: Estimated value, \$7,200. The land comprises 360 acres, of which 220 are in woodland and 120 in the farm.

Buildings: Estimated value, \$14,500. All the buildings are frame structures, located at some distance from each other; several of them are nearly a mile from the main school building. The two dormitories are substantial structures, each with accommodations for about 100 pupils. The main school building contains seven recitation rooms and a chapel. The other buildings comprise a laundry and several small rough structures used for shops, barns, and other purposes. The dormitories are clean and well kept.

Movable equipment: Estimated value, \$6,300. Of this, \$3,500 is in farm implements and live stock, \$2,000 in furniture, and \$800 in shop equipment.

Recommendations.—1. That the work of this school be encouraged.

2. That teacher training and neighborhood activities be strengthened.

3. That the buildings be improved and rearranged under the direction of an architect.

Date of visit: February, 1915.

CAMDEN.

CAMDEN ACADEMY.

Principal: W. G. Wilson.

An elementary school with a small secondary enrollment. Thorough work is done, despite the limited equipment.

The school was founded in 1895 by the Board of Freedmen's Missions of the United Presbyterian Church. It is owned and supported jointly by the Freedmen's Board and the Woman's Board of the Church.

Attendance.—Total, 233; elementary 215, secondary 18; boarders, 30. The reported enrollment for the year was 330.

Teachers.—Total, 9; all colored; male 2, female 7; grades and academic 7, girls' industries 2.

Organization.—There are 10 grades, 8 elementary and 2 secondary. The teaching is good. The secondary course includes English, 2 years; Latin, 1; mathematics, 2; history, 1; physical geography, 1; ethics, 1; pedagogy, 1; Bible, 2. The girls have training in cooking and sewing. The gardening work is of little educational value.

Financial, 1913-14.—Meager records are kept. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$3,075
Expenditures, less noneducational receipts.....	3,075
Value of plant	9,500

Sources of income: United Presbyterian Board, \$3,000; tuition and fees, \$75. The noneducational receipts were from the boarding department and amounted to about \$1,000.

Items of expenditure: Salaries, \$3,000; supplies for boarding department, \$1,000; supplies for other departments, \$65; other expenses, \$10.

Plant.—Land: Estimated value, \$1,000. A garden plat of about 2 acres is cultivated and several acres are used for campus.

Buildings: Estimated value, \$8,000. There are six frame buildings, including two dormitories, the teachers' home, the school building, and two small structures used for sewing room and laundry. The dormitories were clean and well kept.

Movable equipment: Estimated value, \$500. The movable equipment consists of simple furniture for classrooms and dormitories.

Recommendations.—1. That the United Presbyterian Board endeavor to develop cooperation with the county in maintaining the school.

2. That the theory and practice of gardening and simple manual training be made a part of the regular course.¹

3. That teacher training and neighborhood activity be strengthened.

Dates of visits: May, 1913; February, 1915.

CANTON BEND.

CANTON BEND MISSION SCHOOL.

Principal: Rev. J. N. Cotton.

A small elementary day school doing a needed work for a rural community. It was founded in 1896 by the Board of Freedmen's Missions of the United Presbyterian Church and is owned and supported by that board. A local board of colored trustees acts in an advisory capacity.

Attendance.—Total, 194; all elementary; male 87, female 107.

Teachers.—Total, 6; all colored; male 2, female 4. Two teachers give part time to industrial work.

Organization.—The regular eight-grade work is fairly well done. The girls receive some instruction in cooking and sewing. No industrial work is provided for boys.

¹ See recommendations in summary chapter, p. 22.

Financial, 1913-14.—The income of the school was \$2,550, of which \$2,500 was from the United Presbyterian Board and \$50 from tuition. Of this sum \$2,500 was expended for teachers' salaries.

Plant.—Estimated value, \$5,550. Of this \$150 is in land, \$5,000 in buildings and \$400 in movable equipment. The land comprises seven acres, none of which is cultivated. There are three frame buildings—the school building, teachers' home and principal's residence. Two small frame structures are used for shops. The buildings are in good repair and neat in appearance. The movable equipment consists of furniture for classrooms and the teachers' home.

Recommendations.—That the United Presbyterian Board endeavor to develop cooperation with the county in maintaining the school.

2. That the theory and practice of gardening and manual training for boys be made a part of the regular course.¹

3. That the neighborhood activities be increased.

Dates of visits: May, 1913, February, 1915.

MILLERS FERRY.

MILLERS FERRY NORMAL AND INDUSTRIAL SCHOOL.

Principal: I. H. Bonner.

A school of elementary and secondary grade with limited equipment. It is doing a much needed work in a rural community.

The school was founded in 1884 by the Board of Freedmen's Missions of the United Presbyterian Church, and is controlled and supported by that board.

Attendance.—Total, 233; elementary 211, secondary 22; boarders, 65. Of the pupils above the sixth grade, 16 were boys and 28 girls. The reported enrollment for the year was 350.

Teachers and workers.—Total, 18; all colored; male 6, female 12; grades and academic 10, boys' industries 3, girls' industries 4, nurse training 1. One of the academic teachers gives part time to agriculture and another to bookkeeping.

Organization.—Elementary: The eight elementary grades are well taught.

Secondary: The secondary work is done in the three-year normal course, which includes English, 1½ years; mathematics, 2½; Latin, 1½; education, 1. Some pupils elect a year of physics and some a year of history. The provision for history, science, and teacher-training is inadequate.

Industrial: The industrial course comprises cooking and sewing for the girls and manual training in wood and iron and printing for the boys. There is a two-year course in nurse training with 10 girls in attendance.

Financial, 1913-14. Effort is made to keep books, but the accounts do not afford a clear idea of the cost of the boarding department. It was claimed that the department was self-supporting. The more important items for the year, excluding the boarding department, were:

Income.....	\$6,000
Expenditures.....	6,000
Value of plant.....	17,800

¹ See recommendations in summary chapter, p. 22.

Sources of income: United Presbyterian Board, \$4,700; donations, \$1,300.

Items of expenditures: Salaries, \$4,700; miscellaneous expenses, \$1,300.

Plant.—Land: Estimated value, \$500. The land comprises 10 acres, all of which is used for school campus. The grounds are fairly well kept and neat in appearance.

Buildings: Estimated value, \$14,000. All of the buildings are frame structures. The larger buildings are the classroom buildings, hospital, and four dormitories. There are four small cottages used for teachers' homes and four small houses used for laundry, carpenter shop, printing office, and blacksmith shop.

Movable equipment: Estimated value, \$3,300. The equipment is largely furniture for classrooms and dormitories and the small hospital. Some patent desks are used. There is a small library valued at \$300.

Recommendations.—1. That the United Presbyterian Board endeavor to develop cooperation with the county in maintaining the school.

2. That the theory and practice of gardening be made a part of the regular course and the work in wood and iron be extended.¹

3. That teacher training and neighborhood activities be increased and strengthened.

Dates of visits: May, 1913; February, 1915.

PRAIRIE.

MIDWAY MISSION.

Principal: T. P. Marsh.

A well-managed elementary day school taught by the principal and two women assistants. It is located in a rural community and is owned and maintained by the United Presbyterian Board of Freedmen's Missions. The 100 pupils were in eight grades. Instruction in sewing is provided. The income amounted to approximately \$600, of which about \$300 was from tuition and \$300 from the United Presbyterian Board. Practically all of the income was used for teachers' salaries. The plant, estimated value \$1,000, consists of four acres of land, a four-room frame building and equipment valued at \$300.

Recommendation.—That the United Presbyterian Board endeavor to develop cooperation with the county in maintaining the school.

Dates of visits: May, 1913; February, 1915.

PRAIRIE INSTITUTE.

Principal: T. M. Elliott.

An elementary school with small boarding and industrial departments. It is doing a needed work in a rural community.

The school was founded in 1895 and is owned and supported by the Board of Freedmen's Missions of the United Presbyterian Church.

Attendance.—Total, 112; male 50, female 62; boarders, 29. Over half the pupils are below the fourth grade.

Teachers and workers.—Total, 8; all colored; male 4, female 4; academic 6, blacksmith 1, domestic science and matron 1. There is also a farm manager.

¹ See recommendations in summary chapter, p. 22.

Organization.—There are nine grades of elementary work and the teaching is good. A fair type of sewing instruction is offered. The dormitories are used to a limited extent for home training. A small blacksmith shop is maintained, and the boys do some work on the farm.

Financial, 1913-14.—Some records of the finances of the school are kept, but they do not give a clear idea of the operations of the farm and boarding departments. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$2,700
Expenditures, less noneducational receipts.....	2,700
Value of plant.....	11,800

Sources of income: United Presbyterian Board, \$2,471; tuition and fees, \$229. The noneducational receipts amounted to \$1,321 and were from the boarding department, farm, and shop.

Items of expenditure: Salaries, \$2,353; maintenance of farm, boarding department, and shop, \$1,321; other expenses, \$347.

Plant.—Land: Estimated value, \$5,000. The school owns 600 acres of fertile farm land, with about 450 acres under cultivation.

Buildings: Estimated value, \$5,800. There are four frame buildings used for school purposes, dormitories and teachers' home. There are several barns and tenant houses on the farm.

Movable equipment: Estimated value, \$1,000. About \$600 is in classroom and dormitory furniture and \$400 in farm equipment and live stock.

Recommendations.—1. That the United Presbyterian Board endeavor to develop cooperation with the county in maintaining the school.

2. That the theory and practice of gardening be made a part of the regular course.¹

Dates of visits: May, 1913, and February, 1915.

SNOW HILL.

SNOW HILL NORMAL AND INDUSTRIAL INSTITUTE.

Principal: W. J. Edwards.

An elementary school with some pupils in secondary subjects. Located in a rural section, it exerts much influence on the community and has won the friendship of its white neighbors. Though the school has a large acreage of land and considerable industrial equipment, its work has been seriously handicapped by poor organization and ineffective administration.

The institution was founded in 1894 by the principal, a graduate of Tuskegee Institute. It is owned and controlled by a board of capable Northern and Southern men.

Attendance.—Total, 293; male 145, female 148. A large proportion of the pupils are boarders.

Teachers and workers.—Total 29; all colored; male 15, female 14; academic 14, boys' industries 5, girls' industries 2, matron 1, executive and office workers 6, agriculture 1. One of the instructors is the principal of a neighboring school.

¹ See recommendations in summary chapter, p. 82.

Organization.—Elementary: The elementary work covers eight years, divided into the primary school of six years, and the preparatory and junior classes of one year each. Much of the work in the four classes above these grades is also elementary. A night school is provided for pupils who work during the day.

Secondary: The four upper classes, which include some elementary subjects, are called "B middle," "A middle," "senior preparatory," and "senior." The secondary subjects are English, chemistry, physics, biology, agriculture, geometry, algebra, civil government, moral philosophy, school management, and psychology. The work is hampered by the inadequate preparation of the teachers and the insufficient preparation of the pupils for the work they are endeavoring to do.

Industrial: The industrial subjects and the number of boys above the eighth grade taking them were: Carpentry, 5; blacksmithing, 2; printing, 13; leather work, 1; masonry, 4; tailoring, 2; commercial, 2. A few of the night pupils are permitted to spend the entire day at their trades. The day pupils devote one day a week to the trades. Considerable provision is made for instruction in cooking and sewing. It is unfortunate that so much of the energy and equipment of this rural school is devoted to city trades while work in wood and iron occupies only seven of the secondary pupils.

Agriculture: Though the school has extensive acreage of land, little educational use is made of it. One teacher gives practically all the classroom instruction.

Financial, 1913-14.—The books are kept accurately in accordance with an approved system of accounting, and an annual audit is made by an accredited accountant. The more important financial items for the year were:

Income, excluding noneducational receipts.....	\$25,356
Expenditures, less noneducational receipts.....	30,689
Indebtedness.....	23,304
Value of property.....	101,382

Sources of income: Donations, \$12,883; legacies, \$9,064; tuition and fees, \$2,069; rents from land held as endowment, \$863; rents from other lands, \$347; interest on endowment funds, \$130. The noneducational receipts amounted to \$3,946. Of this \$3,566 was funds received for the "Bedford Memorial Building" and \$380 was the net gain of the boarding department. The net deficit for the year was \$5,332.

Items of expenditure: Net cost of boys' industries, \$5,484; salaries of administrative workers, \$4,889; salaries and expense of academic department, \$4,761; new building, \$3,828; office expenses, \$3,263; equipment, \$2,557; traveling expenses, \$1,446; net loss on farm operations, \$1,356; repairs and care of ground, \$1,246; net cost of girls' industries, \$1,290; interest and insurance, \$1,005; fuel and light, \$644; postage, \$627; aid to students, \$344; printing school paper, \$316; other expenses, \$1,578.

Indebtedness: Of the indebtedness \$10,476 was due tradesmen, \$7,472 was on loans, \$2,686 was back salaries of teachers, and \$2,670 was for sundries.

School property: Of the school property \$57,809 was in the school plant, \$30,760 in land endowment, \$5,179 in endowment investments, \$4,129 in notes and accounts receivable, \$1,870 in supplies on hand, and \$1,635 in cash and other current assets.

Plant.—Land: Estimated value, \$7,437. The school land comprises about 402 acres, a large part of which is rented out. The school grounds are fairly well kept but could be greatly improved by shade trees and regular walks.

Buildings: Estimated value, \$31,093. There are five large frame buildings. A three-story brick building is in course of erection. The building is too high for school purposes and too expensive for the income of the institution. There are several small wood structures used for shops, stores, and other purposes. There are also six frame cottages used for teachers' homes. The buildings are old but most of them are in fairly good condition. The dormitories and classrooms are well kept.

Movable equipment: Estimated value, \$19,279. The equipment consists of furniture, machinery, farm implements, and live stock.

Recommendations.—1. That the administration be strengthened and better-trained teachers employed.

2. That the enlargement and improvement of the plant be not allowed to interfere with simple educational activities whether in books or industries.

3. That a committee of the trustees, in cooperation with the principal, simplify the educational organization, study carefully the building operations, and reorganize the business management, including the purchase of equipment and supplies, to effect greater economy.

4. That a small amount of land be used for instruction in agriculture and the remainder sold or leased.¹

Dates of visits: May, 1913; February and March, 1915.

BAPTIST SCHOOLS.

Besides Selma University, which is supported in part by the American Baptist Home Mission Society, there are 19 small Baptist schools reported in Alabama. Of these two were considered important enough to be discussed in the county summaries above; 12 others were visited and are discussed below. The other five are listed at the end of this summary. They are small schools of local significance. Some of them are in session one year and closed the next. The Baptist work would be strengthened if the money spent on the smaller schools were applied to strengthening the three more important schools: Selma University, Livingstone Academy, and Union Springs Normal School.

BUTLER COUNTY—GREENVILLE.

SOUTH ALABAMA BAPTIST COLLEGE.

President: L. Hawthorn.

A poorly managed elementary day school controlled by an unwieldy board of 40 trustees elected by the local Baptist association. The 48 pupils were in eight grades and were taught by the local pastor and his wife. The income of \$578 was derived from tuition and from the association and was expended mostly for salaries. The plant, estimated value \$2,800, consists of a large town lot, two poorly kept frame buildings, and meager equipment. A farm of 20 acres outside the town limits is owned by the school but is not used for school purposes.

Recommendation.—That the school be moved to the farm and industrial work and gardening be developed.¹

Date of visit: January, 1915.

¹ See recommendations in summary chapter, p. 22.

CALHOUN COUNTY—ANNISTON.

ANNISTON NORMAL AND INDUSTRIAL COLLEGE.

President: Charles H. Haynes.

A small elementary school, with a few boarders. It was founded in 1893 by the neighboring Baptist associations and is controlled by 15 colored trustees.

Attendance.—Total, 29. The reported enrollment was 85. Two grades above the seventh were claimed.

Teachers.—Total, 4; all colored; male 1, female 3. The teachers are poorly trained.

Financial, 1912-13.—As far as could be determined, the income amounted to approximately \$1,800, of which \$440 was from Baptist associations, \$479 from tuition, \$410 from donations, and \$371 from churches, entertainments, and other sources. The expenditures amounted to \$1,765, as follows: Teachers' salaries, \$895; supplies for boarding department, \$389; payment on debt, \$343; other expenses, \$138. The indebtedness amounted to \$1,400.

Plant.—Estimated value, \$5,500. The school plant consists of eight city lots and three frame buildings, two of the buildings being dormitories. The equipment is poor, consisting chiefly of benches in the one large room where most of the teaching is done.

Recommendation.—That the school be combined with some of the other Baptist schools of the State.
Date of visit: February, 1915.

CLARKE COUNTY—THOMASVILLE.

THOMASVILLE NORMAL SCHOOL.

President: M. C. Cleveland.

A poorly taught elementary school, with a small boarding department. The school is owned by the local Baptist association.

Attendance.—Total, 95; all elementary; boarders, 26. Some instruction in cooking and sewing is claimed.

Teachers.—Total, 4; all colored; male 2, female 2.

Financial, 1912-13.—The income amounted to about \$1,200, of which \$1,000 was from the Baptist association and \$200 from tuition and fees. About \$1,100 was expended for salaries and the remainder for running expenses.

Plant.—Estimated value, \$4,000. The plant consists of 6 acres of land, three frame buildings, and very limited equipment. The school building has never been finished; it is dirty, dingy, and so poorly constructed as to seem unsafe.

Recommendations.—That the Baptist Association endeavor to secure aid so that this institution may be developed into a county training school.

Date of visit: January, 1915.

HOUSTON COUNTY—DOTHAN.

DOTHAN NORMAL AND INDUSTRIAL INSTITUTE.

Principal: B. F. Hunt.

An elementary day school founded in 1909 by the local Baptist association to supplement the public-school facilities. The 100 pupils were all below the fifth grade. The teaching was done by the principal and three colored women. Some instruction was provided in sewing, cooking, and woodwork, but little value was derived from these subjects.

The income of \$1,500 was from the local Baptist association and from tuition. The indebtedness was over \$3,000. The plant, estimated value \$6,000, consists of an acre of city land, 80 acres of farm land, and a frame building.

Recommendation.—That the school be reorganized and continued as long as public-school facilities are inadequate.¹

Date of visit: May, 1913. Facts verified, 1915.

¹ See recommendations in summary chapter, p. 22.

LAWRENCE COUNTY—COURTLAND.

NORTH ALABAMA BAPTIST ACADEMY.

Principal: E. Z. Matthews.

An elementary day school, with a few pupils in secondary subjects. It was founded by the local Baptist association to supplement the limited public-school facilities. Of the 150 pupils, all were elementary except 3 reported in the tenth grade. The teachers, consisting of the principal and three colored women, were doing fairly good work. The income of \$1,500 was derived from the Baptist association and from tuition. About \$1,200 of the income was used for salaries and \$300 for running expenses. The plant, estimated value \$4,000, consists of 12½ acres of unused land, two frame buildings, and equipment valued at \$300.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become a part of the public-school system or be united with one of the larger institutions.

Date of visit: May, 1913.

LEE COUNTY—OPELIKA.

EAST ALABAMA HIGH SCHOOL.

Principal: D. M. Ely.

A small elementary day school, with a few pupils in secondary subjects. It was founded in 1903 and is owned by the Auburn Baptist Association. The 148 pupils are in 10 grades, and the teaching is done by the principal and two colored women. The income of about \$1,000 is from tuition and donations from the members of the association. Practically all of the income is expended for salaries. The plant, estimated value \$3,000, consists of 12 acres of land, two rough frame buildings, and a little equipment. No use is made of the land for teaching agriculture.

Recommendation.—That the school be combined with one of the larger Baptist schools of the State.

Date of visit: May, 1913.

MARENGO COUNTY—THOMASTON.

THOMASTON COLORED INSTITUTE.

Principal: J. C. Pennington.

An elementary day school, with a seven months' term. It was founded by the local Baptist association to supplement the limited public-school facilities. The 125 pupils are taught by the principal and two colored women. The teaching is poor. The income of \$475 is derived from the association and from tuition. The plant, estimated value \$5,000, consists of a 2-acre lot, a two-story brick building, and meager equipment.

Recommendation.—That the Baptist Association endeavor to have the county take over the school and combine it with the county school near by.

Date of visit: January, 1914.

MONROE COUNTY—MONROEVILLE.

MONROEVILLE BAPTIST INDUSTRIAL COLLEGE.

Principal: A. L. Megginson.

A small elementary day school with a six months' term. It was founded in 1903 by the Bethlehem Association of Baptist churches and is controlled by a board of nine colored trustees elected by the association.

Attendance.—Total, 84; all elementary; boarders, 4. Although only eight grades are reported, algebra is attempted in the higher classes. Some instruction in cooking and sewing is provided.

Teachers.—Total, 4; all colored; male 2, female 2.

Financial, 1913-14.—The income of \$975 was from the association and from tuition and was expended chiefly for salaries. The plant, estimated value \$3,000, consists of 35 acres of land, two 2-story frame buildings, and equipment valued at \$250.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become a part of the public-school system or be united with one of the larger institutions.¹

Date of visit: January, 1915.

MONTGOMERY COUNTY—MONTGOMERY.

MONTGOMERY INSTITUTE.

Principal: A. J. Stokes.

A poorly managed elementary day school enrolling 20 pupils. The teaching is done by a colored woman, the principal spending his time preaching and soliciting money for the school. No statement of income and expenditure could be obtained. The school has a board of colored trustees elected by the local Baptist association, but the property is controlled by the principal. The property, valued at \$5,000, consists of a large city lot, a two-story frame building, and equipment worth approximately \$200.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visit: February, 1915.

PERRY COUNTY—MARION.

MARION BAPTIST ACADEMY.

Principal: J. N. Brown.

An elementary day school owned and supported by a local association of Baptist churches. Though a secondary course is outlined, all the work was elementary. The 113 pupils were taught by 5 teachers with limited training. The income of \$784 was from the association and from tuition and donations; it was expended chiefly for salaries. The plant, estimated value \$3,000, consists of 8 acres of land, an old frame building, and very crude equipment.

Recommendation.—That the school be combined with one of the larger Baptist schools of the State.

Dates of visits: May, 1913; January, 1914.

PIKE COUNTY—TROY.

LAKE STREET HIGH SCHOOL.

Principal: J. E. Johnson.

An elementary day school founded in 1905 by the local Baptist association. The 125 pupils were taught by the principal and two colored women.

Financial, 1912-13.—As far as could be determined the income amounted to \$800, of which \$600 was from the Baptist association and \$200 from tuition. Practically all of the income was expended for salaries.

Plant.—Estimated value, \$3,000. The plant consists of 2 acres of land, a one-story frame building, and a little classroom equipment. The premises are poorly kept.

Recommendation.—That the school be combined with one of the larger Baptist schools of the State.

Date of visit: May, 1913.

WILCOX COUNTY—PRAIRIE.

PRAIRIE BAPTIST SCHOOL.

Principal: U. S. Stratman.

A badly managed elementary school with 20 boarding pupils. The school was originally a Wilcox County public school, taught in a building owned by the Baptist association, but public aid has been withdrawn and the school is now maintained by the association. The 105 pupils were taught by 6 poorly trained colored teachers.

Organization.—Ten grades are reported, covering 10 years, but the work is all elementary. A little sewing is provided for girls. The classrooms and dormitory were dirty and disorderly.

Financial, 1914-15.—No books are kept. The income was estimated at \$1,000, exclusive of the receipts of the boarding department, which was said to be self-supporting. Of the income, \$800 was from the Baptist association and \$200 from tuition. All of the income, except about \$100, was expended for teachers' salaries.

¹ See recommendations in summary chapter, p. 22.

Plant.—Estimated value, \$1,700. Of this \$150 was in land, \$1,300 in buildings, and \$250 in movable equipment. The land comprises 10 acres, about 2 miles from the railroad. There are two buildings, one a poorly built two-story frame structure, the other a four-room house, used as the teachers' home. The movable equipment consists of a little furniture for the dormitory, classrooms, and teachers' home.

Recommendation.—In view of the condition and management of this school, it can not be recommended as worthy of aid.

Date of visit: February, 1915.

ADDITIONAL BAPTIST SCHOOLS.

The following schools were also reported, but evidence indicates that they are not of sufficient importance to justify description in this report.

County.	Town.	School.
Hale.	Greensboro.	Stephens Memorial Institute.
Jefferson.	Birmingham.	Baptist College.
Mobile.	Mobile.	Cedar Grove Baptist Academy.
Pickens.	Pickensville.	Mount Lebanon Baptist Academy.
Randolph.	Roanoke.	Bowen East Baptist Academy.

CATHOLIC PARISH SCHOOLS.

In addition to the St. Joseph's School for Colored Boys described under Montgomery County, there are eight Catholic parish schools in Alabama. The denominational interest is strong in all of these schools. They are as follows:

School.	Town.	County.	Attendance.	Teachers.
Immaculate Conception School.	Birmingham.	Jefferson.	134	3
St. Anthony's School.	Mobile.	Mobile.	129	3
St. Bernards School.	Do.	Do.	138	3
St. Peter Clavers School.	Do.	Do.	90	2
St. James School.	Pritchard.	Do.	90	2
St. Peters School.	Chastang.	Do.	58	1
St. John Baptist School.	Montgomery.	Montgomery.	129	4
St. Stephens School.	Fairford.	Washington.	68	1

COLORED METHODIST EPISCOPAL SCHOOLS.

In addition to Miles Memorial College, described in Jefferson County, the Colored Methodist Episcopal Church supports the Thomasville High School. In view of the need of more adequate support for Miles Memorial College, the effort to maintain the small school at Thomasville seems unwise.

CLARKE COUNTY—THOMASVILLE.

THOMASVILLE HIGH SCHOOL.

Principal: T. P. Ashford.

An elementary school with a small number of boarders and limited teaching force and equipment. It is owned by trustees selected by the conference of the Colored Methodist Episcopal Church. The school is practically unsupervised.

Attendance.—Total, 80; all elementary; male 30, female 50; boarders, 15. An enrollment of 155 was reported for the year.

Teachers.—Total, 3; all colored; male 1, female 2. The teachers had only limited preparation and the classroom work was poor.

Financial, 1913-14.—The income for the year amounted to \$950. Of this \$650 was from the church and \$300 from tuition and entertainments. The main item of expenditure was teachers' salaries, which amounted to \$750.

Plant.—Estimated value, \$2,400. The land comprises about an acre of town property, valued at \$400. There are two buildings. An old frame structure used for classrooms is valued at \$1,000. A small frame residence, value \$1,000, is used for dormitory. The buildings are in poor condition, and the dormitory is badly kept.

Recommendation.—That the support now given this school be transferred to Miles Memorial College.

Date of visit: February, 1915.

INDEPENDENT SCHOOLS.

In addition to the schools discussed in the county summaries, there were 12 small independent schools in Alabama. These schools are described below. They include 6 semipublic schools and 6 small private institutions. Many of these schools were organized to supplement inadequate public-school facilities, but as they are often dependent on individual initiative, and as they are poorly supervised, they fall far short of meeting the needs of their communities. Where there appears to be a real need for one of these schools, however, effort should be made to merge it with the public-school system. In no case should these schools endeavor to extend their activities beyond the immediate needs of the community. In order that efficient use of funds may be assured, donations from outside sources should be limited and should be made through public authorities or through an agency acquainted with educational activities in the locality.

Of the semipublic schools, two are entirely supported by the county but taught in privately owned buildings. The others are largely supported by private funds and receive small contributions from the counties. Effort should be made to prevail upon the counties to increase their appropriations to these schools. The five private schools are located in cities. Of these, three are supported by tuition.

CALHOUN COUNTY—JACKSONVILLE.

PROFILE FARM SCHOOL.

Principal: E. J. Murdock.

A small venture started by the principal in opposition to the local public school in 1914. The work has practically no equipment and no assured support. A one-room lodge hall is used for the school.

Recommendation.—In view of the increasing efficiency of the public school there seems to be little need for this institution.

CHOCTAW COUNTY—WEST BUTLER.

ARMSTRONG AGRICULTURAL AND INDUSTRIAL INSTITUTE.

Principal: A. W. Mitchell.

An elementary school opened late in 1915. The principal has started schools of short duration in various other places. The school is owned by the colored people of the community and controlled by an independent board of colored trustees. The county appropriates about \$240 and \$800 is raised in donations. The property is reported to be worth \$15,000.

Recommendations.—That the trustees endeavor to have the county assume control of the school.

2. That outside donations be given only through the county.

Date of visit: November, 1915.

CONECUH COUNTY—CHINA.

UNION AGRICULTURAL INSTITUTE.

Principal: N. E. Henry.

A small elementary day school in a rural community. The classes are ungraded and the work is crude.

The school was founded in 1901 by its present principal and is owned by an independent board of trustees. All the teaching is done by the principal and his wife.

Attendance.—Total, 35; all elementary. An enrollment of 50 was reported. The industrial training is negligible; a few boys work on the principal's farm.

Financial, 1914-15.—The income amounted to \$505, of which \$200 was from the students, \$165 from contributions, and \$140 from the county. Practically all of the income was expended for salaries. The indebtedness amounted to \$300, of which \$250 was secured by mortgage on part of the school property and \$50 was in back salaries.

Plant.—Estimated value, \$3,500. The plant consists of a two-story frame building, poorly constructed; a small plat of land, not including the principal's farm, and meager classroom equipment.

Recommendation.—That contributions other than public funds be made through agencies having facilities for studying schools.

Date of visit: February, 1915.

HALE COUNTY—GREENSBORO.

MRS. CHRISTIAN'S SCHOOL.

Principal: Mrs. Christian.

A small elementary school held in a church. The 74 pupils are taught by the principal. The school is a private enterprise supported by tuition, which amounts to approximately \$400 a year.

Recommendation.—That the school continue on its present basis.

Date of visit: January, 1914.

JEFFERSON COUNTY—BIRMINGHAM.

THE TUGGLE INSTITUTE.

President: Mrs. C. A. Tuggle.

A loosely organized elementary school with a few secondary pupils. The school was founded about 1910 by the women composing the "Court of Calanthe" and the "Daughters of the Rising Sun." A boarding department is maintained for the orphans of the members of these two secret orders.

Attendance.—Total, 146; elementary 142, secondary 4; boarders, 120.

Teachers.—Total, 6; all colored; male 4, female 2. The teaching was poorly done and the rooms were crowded. The industrial work consists of printing, a little woodworking, and some sewing.

Financial, 1912-13.—As far as could be determined the income amounted to \$1,827. Of this \$1,141 was from students, \$490 from the two secret orders, and \$196 from the trustees. The income was inadequate to meet the expenses of the school. The indebtedness amounted to \$5,935, a part of which was secured by a mortgage on the entire property.

Plant.—Estimated value, \$11,000. The plant consists of three city lots and three frame buildings, with meager equipment for classrooms and dormitories. The buildings were in bad repair and the dormitories crowded, poorly supervised, and dirty.

Recommendation.—In view of the condition and management of this school, as outlined above, no recommendation can be made in regard to it.

Date of visit: December, 1914.

MADISON COUNTY—HUNTSVILLE.

SHERMAN INDUSTRIAL INSTITUTE.

Principal: F. R. Davis.

A small elementary day school operated as a private enterprise. About 78 pupils are enrolled. The principal is assisted by three women teachers.

The school was founded in 1904 and occupies a site owned by the Freedman's Aid Society and formerly used for the Central Alabama Academy. The principal has been attempting to purchase the property, but only a little more than the interest has been paid.

The financial management is entirely in the hands of the principal. As far as could be determined the income amounted to approximately \$1,500, of which \$1,300 was from donations, \$128 from tuition,

and \$72 from other sources. Of this \$1,300 was expended for salaries, and the remainder for general expenses of the school. The indebtedness amounted to \$6,275.

The plant, estimated value \$8,700, consists of a large city lot, a two-story brick building, two frame buildings, and equipment valued at \$200. The buildings are in bad repair and the premises poorly kept.

Recommendation.—In view of the condition and management of this school, no favorable recommendation can be made in regard to it.

Date of visit: May, 1913.

MARENGO COUNTY—DEMOPOLIS.

BLACK BELT NORMAL.

Principal: U. S. Jones.

A city school doing a little secondary work. It is owned by a private board of trustees, but operated by the city. There were 7 teachers and an enrollment of 450. The income amounts to approximately \$2,500, and the plant is valued at \$5,000.

Recommendation.—That the trustees endeavor to have the county assume full charge of the work and develop the school.

MARENGO COUNTY—FAUNSDALE.

FAUNSDALE UNION ACADEMY.

Principal: J. H. Martin.

An elementary school in a rural section. Although doing the public-school work for the colored children of the community, it is taught in a building owned by a private board of trustees. The plant is valued at \$1,500 and consists of a two-story building and three-quarters of an acre of land. There are 3 teachers and about 90 pupils. The income amounted to \$800, of which \$600 was from the county and \$200 was raised by the colored people of the community. Of this, \$600 was expended for salaries and \$200 for other purposes.

Recommendation.—That the county assume full control of the work and develop the school.

Date of visit: May, 1913.

MOBILE COUNTY—MOBILE.

COOPER GRADED SCHOOL.

Principal: Mrs. Alice L. Cooper.

An elementary day school founded in 1913 by a former teacher of Emerson Institute. It is operated by the principal as a private enterprise.

Attendance.—Total, 138. The reported enrollment for the year was 144. The work covers 10 grades. The teachers are three colored women.

Financial, 1913-14.—The income, amounting to approximately \$900, was from tuition and was used chiefly for salaries. The school building is rented.

Recommendation.—That the school continue on its present basis.

Date of visit: January, 1914.

MISS A. E. EUROPE'S SCHOOL.

Principal: Miss A. E. Europe.

An elementary day school operated by the principal as a private enterprise.

The 156 pupils were taught by three colored women in a rented lodge hall. The income of approximately \$800 was from tuition and was used chiefly for salaries. The school makes no appeal for donations.

Recommendation.—That provision be made for industrial work.

Date of visit: January, 1914.

WILCOX COUNTY—FURMAN.

HOPEWELL RURAL MANUAL TRAINING SCHOOL.

Principal: J. P. Thomas.

A small elementary school operated for six months in the year. The principal is also a teacher in Snow Hill Institute.

The school was founded by the principal in 1913. It is owned by a board of trustees and receives some aid from the county. There are approximately 50 pupils and one young woman teacher. The income amounts to \$500, of which \$290 is from the county and \$210 from tuition. The principal solicits aid for the school by correspondence with many people in the North. The small plat of ground, rough two-room building, and plain board seats are worth about \$200. There is no industrial or farm equipment.

Recommendation.—That contributions other than public funds be made through agencies having facilities for studying schools.

Date of visit: March, 1915.

WILCOX COUNTY—NEENAH.

ROSEBUD INDUSTRIAL SCHOOL.

Principal: Miss Rosa J. Young.

An elementary public school with a six months' term. It is taught in a small privately owned frame building by three colored women and enrolls 125 pupils. The income amounted to approximately \$500, of which \$300 was from contributions, \$125 from tuition, and \$75 from county appropriation. The plant, estimated value \$1,000, consists of a small plat of land, a three-room frame building, a log house, and equipment valued at \$300.

Recommendation.—That the school term be lengthened.

Dates of visit: May, 1913; February, 1916.

SPECIAL INSTITUTIONS.

With the exception of the nurse training class at the John A. Andrew Memorial Hospital at Tuskegee and the small hospital connected with the Millers Ferry School, the Negroes of Alabama have no special nurse-training facilities. A colored ward is maintained in some of the white hospitals, notably the Catholic Hospital in Montgomery. There is no systematic attempt to care for the colored orphans of the State. The small orphanage of Tuggle Institute in Birmingham is poorly managed and is open only to orphans of the members of the secret societies which support the school. An excellent State reformatory has been provided for delinquent boys, but no provision has been made for delinquent girls. In view of the fact that children are committed to the Daly Reformatory by the county courts, effort should be made to have the counties provide adequate support for the institution.

MONTGOMERY COUNTY—MOUNT MEIGS.

ALABAMA REFORM SCHOOL FOR JUVENILE NEGRO LAWBREAKERS.

Superintendent: A. Simms.

A well-managed reform school for boys, organized according to modern ideas of treating juvenile delinquents. It is owned and controlled by the State of Alabama and receives the delinquents committed by the courts of the State.

Attendance.—Total, 180; all male. The courts commit to the institution boys from 6 to 19 years of age.

Workers.—Total, 6; all colored; male 4, female 2.

Organization.—Half a day is given to schoolroom instruction and half a day to manual work. The agricultural work is especially well done. Effort is made to surround the boys with wholesome influences.

Financial, 1915.—An allowance of \$7 per month is made for each boy by the State. In 1915 this amounted to about \$15,000. Considerable revenue is also derived from the cultivation of the farm and the sale of timber. The salaries of workers amounted to \$2,811. The remainder of the income was applied to the boarding department, clothing for the boys, and incidentals.

Plant.—The plant, estimated value \$34,966, consists of 281 acres of excellent land and nine substantial buildings in good condition. The farm comprises 125 acres. Three of the buildings are concrete and six are frame.

Recommendation.—That the work of this institution be encouraged.

TUSCALOOSA COUNTY—TUSCALOOSA.

DALY REFORMATORY.

President: Mrs. Rachel S. Daly.

A reform school established by Sam Daly to care for the incorrigible boys of Jefferson and Tuscaloosa Counties. Children are committed by the court to the reformatory, but no provision is made for their maintenance. Since the founder's death his wife, who inherited the property, has endeavored, with very limited means, to carry on the work. About 20 boys are cared for by two colored workers, one male and one female. The school receives about \$1,000 a year. A part of this is from the farm and the balance from donations. All of the income is expended for running expenses. About \$2,000 is still due on the purchase price of the property. The plant, estimated value \$5,000, consists of 300 acres of land, one large frame building, four old farmhouses, and very crude equipment.

Recommendation.—That the counties care for this necessary work out of public funds.

Date of visit: February, 1915.

IV. ARKANSAS.

SCHOOL FACILITIES IN THE STATE.

There are 442,891 colored people in Arkansas, forming 28.1 per cent of the total population. They constitute 37.5 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 35.3 per cent between 1900 and 1910. This increase was exceeded only by that of Oklahoma and Georgia. As farmers renting and owning land they have charge of 2,652,684 acres of land; as farm laborers they undoubtedly cultivate a much larger area of Arkansas soil. While the United States census indicates hopeful progress in the decrease of illiteracy and the improvement of health conditions, illiterates are still 26.4 per cent of the colored people 10 years of age and over and 16.8 per cent of the children 10 to 14 years of age, and the death rate is very high. Such a degree of illiteracy and ill health is certain evidence of extensive waste of economic resources and human energy. In view of these facts, it is important to note the following summary of the public school facilities and educational needs of Arkansas as they are shown in the United States census and in reports made to the State department of public instruction:¹

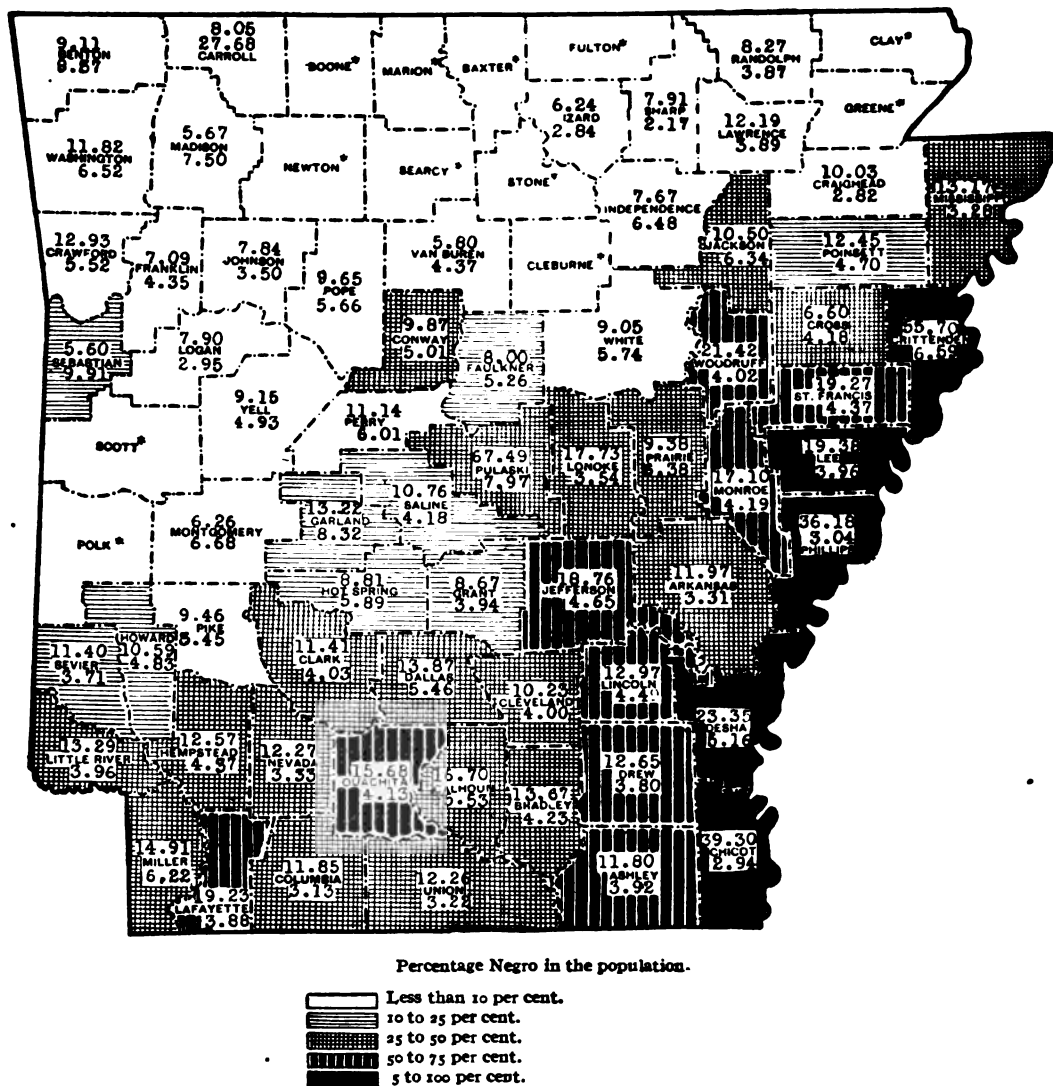
	White.	Negro.
Population, 1910.....	1, 131, 026	442, 891
Children 6 to 14 years of age in State, 1910.....	245, 790	99, 383
Children 6 to 14 years of age in 63 counties, 1910.....	199, 717	99, 310
Teachers' salaries in public schools of 63 counties, 1912-13.....	\$2, 587, 462	\$455, 938
Teachers' salaries per child 6 to 14 years in 63 counties.....	\$12. 95	\$4. 59
Percentage illiterate, 1910.....	7. 0	26. 4
* Percentage living in rural communities, 1910.....	87. 3	86. 6

Public appropriations.—The public school teachers in 63 counties of Arkansas received \$3,043,400 in salaries in 1912-13. Of this sum \$2,587,462 was for the teachers of 199,717 white children and \$455,938 for the teachers of 99,310 colored children. On a per capita basis this is \$12.95 for each white child and \$4.59 for each colored child.² As one of the border States Arkansas shows a per capita expenditure that is considerably higher than States whose Negro population forms a larger per cent of the total. Map 4 presents these per capita figures for each county in Arkansas, the proportion of Negroes being indicated by the shading. The inequalities between the figures for white children and those for colored children are greatest in the counties along the Mississippi River and the Louisiana border, where the proportion of Negroes in the total population is largest. The per capita sums decrease for white and increase for colored children with considerable regularity as the proportion of Negroes becomes smaller. The extent of this regu-

¹ Expenditures in white and colored schools are not published separately in the reports of the superintendent of public instruction but were obtained by correspondence through the office of the superintendent. The 12 counties not included have very few Negroes and report no expenditure for colored schools.

² These figures were computed by dividing the total amount of teachers' salaries in public schools by the number of children 6 to 14 years of age enumerated by the United States census.

NEGRO EDUCATION.



MAP 4.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN ARKANSAS ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

larity appears in the following table, which shows the per capita expenditures for county groups based on the percentage of Negro population:

County groups, percentage of Negroes in the population.	White school population.	Negro school population.	Per capita white.	Per capita Negro.
Counties under 10 per cent.	91,965	3,717	\$8.91	\$5.08
Counties 10 to 25 per cent.	32,879	5,702	9.27	6.06
Counties 25 to 50 per cent.	54,637	39,439	19.57	4.78
Counties 50 to 75 per cent.	16,483	30,443	16.25	4.26
Counties 75 to 100 per cent.	3,753	20,006	33.60	4.22

The high per capita for white children in the "black belt" counties is partly explained by the fact that in these counties the children are few and widely scattered. The smaller cost of schools for colored children is partly due to the lower wage scale for colored teachers and partly to the comparatively limited provision for high school education. It is apparent, however, that these explanations by no means account for the divergencies in the "black belt" counties. In addition to the \$2,587,462 appropriated for the public school teachers of white children, the State appropriated \$240,908 to maintain four agricultural high schools, one normal school and the State university. To the \$455,938 for public school teachers of colored children, the State added \$10,000 to supplement the income of the agricultural and mechanical school largely maintained by Federal funds.

Private financial aid.—The deficiencies in secondary and higher schools for colored people largely explain the existence of the private schools in the State. These schools have a property valuation of \$376,222, an annual income of \$62,337, and an attendance of 3,103 pupils, of whom 2,586 are in elementary grades. A summary of the income and property of the private and higher colored schools in Arkansas grouped according to ownership is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.	26	\$62,337	\$376,222
Independent.	2	1,100	3,700
Denominational.	24	61,237	372,522
State and Federal.	1	24,003	141,456

According to this table the private schools are almost entirely supported by denominations. The annual income of the colored schools owned by denominations whose membership is white or largely so aggregates \$40,848 as against \$20,389 for those of the colored denominations. The property owned by the former group is valued at \$296,350 and that owned by the later at \$76,172. Some of the schools controlled by white denominations receive considerable sums of money from their colored members. The statistics of the State and Federal school with an income of \$24,003 and property valued at \$141,456 are in striking contrast with those for the private schools. In addition to the private aid reported in the above table \$11,576 was appropriated for general supervision and special phases of education by the Jeanes and Slater Funds, the General Education Board, and the Rosenwald Rural School Fund.

While the total number of private schools is 26, only 11 play any important part in the educational activities of the State. Some of the remaining 15 may be justified on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives but little benefit from them. The schools of the first group are described under their respective counties and their location shown on Map 5. The schools of the second group are summarized according to ownership

and discussed at the end of this chapter. The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

	Number of schools.	Total attendance.	Elemen- tary.	Second- ary.
Total private schools	26	13,103	2,586	465
Independent	2	70	70	...
Denominational	24	13,033	2,516	465
State and Federal	1	170	130	40

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that only about one-tenth of their pupils are of secondary grade and only 52 are in college classes.

Attendance.—The United States Census reported 99,383 colored children 6 to 14 years of age, of whom only 57,872 were attending school. A study of the figures for the public and private schools shows that while a majority of the elementary colored pupils are in the public schools, almost half the secondary pupils and all the college pupils are in private schools. The large majority of the white secondary and college pupils, however, are in public schools.

Elementary.—The inadequacy of the elementary school system for colored children is indicated by the fact that the attendance in both public and private schools is only 58 per cent of the children of elementary school age. The average length of term in white and colored public schools is under 6 months. The 2,586 pupils in private schools are fairly well taught, but their number is only a small part of the 57,872 children attending school and a still smaller fraction of the 99,383 children of elementary school age.

Secondary.—There are five public high schools for colored youth in Arkansas. Three offer four-year courses and two offer three-year courses. All but the Gibbs High School in Little Rock share their buildings with the elementary grades. In addition to these schools there are probably 10 or 15 public schools with a few pupils above the elementary grades.

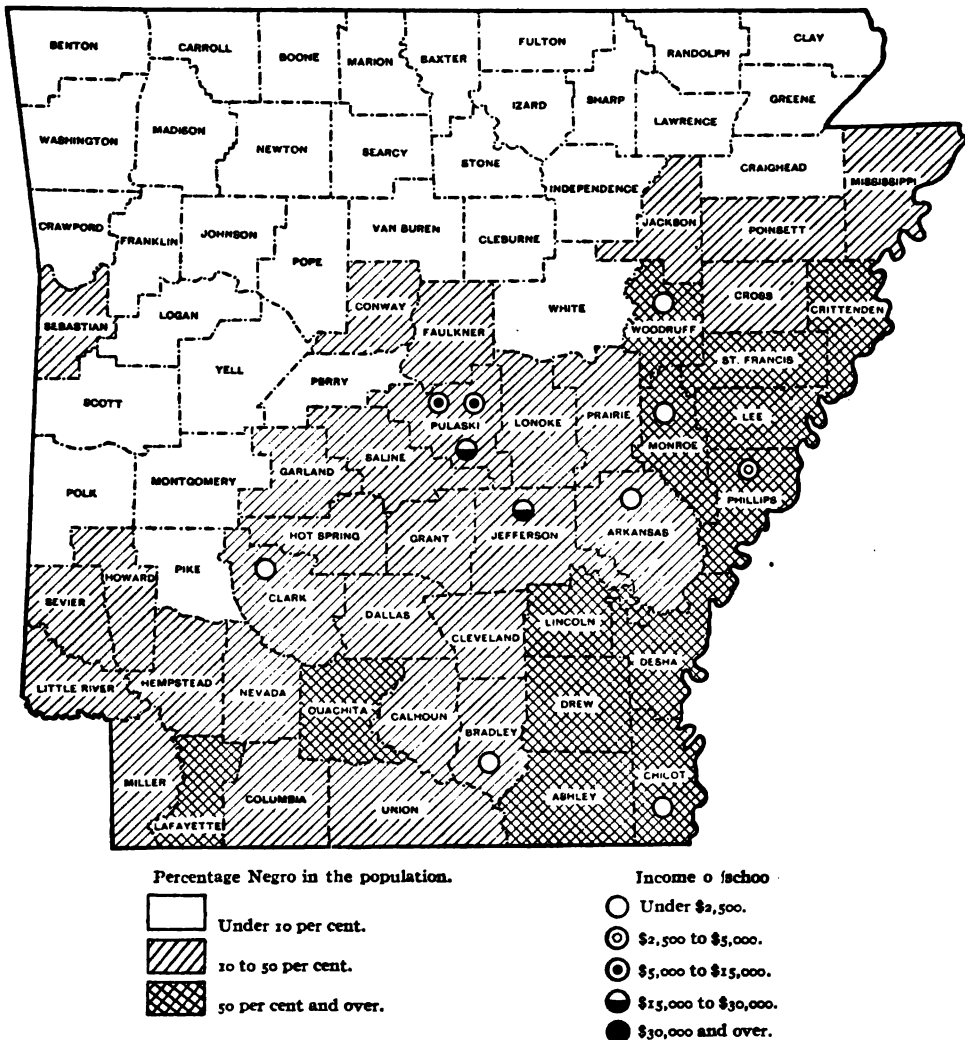
Of the 825 secondary colored pupils in Arkansas 465 are in 12 private schools. Four-year courses are maintained in eight of the private schools. The secondary work of the remaining four varies from a few subjects above the elementary grades to a full three-year course. The courses of study in most of these schools follow closely the college preparatory or classical type. Many of them still require Greek and practically all make Latin the central subject. Very few have adequate provision for physical or social science.

College.—College classes are maintained at Philander Smith College and Arkansas Baptist College, but the combined college attendance is only 52. Neither institution is adequately equipped to do college work.

Teacher training.—The most urgent need of the colored schools in Arkansas is trained teachers. The supply now depends almost entirely upon the secondary schools, many of which are private institutions. Of the private schools, however, only four offer even fair preparation for teaching, while two others do some teacher-training work. To supplement these facilities, an effort is now being made to develop county training schools. These schools are county centers at which some secondary and industrial training may be given to those who plan to teach in rural sections. Through the co-

¹ Includes 13 pupils in college classes at Arkansas Baptist College and 39 in Philander Smith College.

operation of the Slater Fund and the General Education Board with the State department of education, four of these institutions are now maintained. As yet, however, their work is almost entirely of elementary grade. They have probably been more successful in Arkansas than elsewhere because of their location in small towns rather than in remote rural districts. The small town has made possible the combination of rural interests with the larger school income, better traveling facilities, and more boarding accommodations for pupils from a distance. The pupils in the graduating classes of all the schools offering teacher-training subjects in 1915 numbered only 125, an annual output obviously inadequate to meet the need for teachers in a State with over 440,000 colored people and 1,900 colored public-school teachers.



MAP 5.—PRIVATE SCHOOLS FOR NEGROES IN ARKANSAS.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

Industrial.—The facilities for industrial training are very limited. No colored school in the State is able to teach a trade effectively. Though a reorganization is being effected, the State Agricultural and Mechanical College at Pine Bluff has been little more than a city school with fair facilities for manual training. Seven of the private schools offer satisfactory industrial work in one or two lines and two other schools provide a small amount of industrial training.

Agriculture.—The facilities for teaching agriculture are also very limited. The majority of the schools fail to provide systematic training in this branch. Six of the private schools have tracts of land which their pupils cultivate as laborers, the educational value of this labor varying with the institution. Two schools have courses in gardening. In the effort to acquire large farms the remaining schools have overlooked the educational possibilities of a well planned course in gardening.

Supervision.—Through the cooperation of the State department of education and the General Education Board a white supervisor is maintained for the colored rural schools. This supervisor travels over the State observing educational conditions and encouraging efforts for improvement. The more important agencies with which he cooperates are the Jeanes and Slater Funds, and the Rosenwald Rural School Building Fund.

Eleven counties in the State have Jeanes Fund supervisors traveling among the rural schools, introducing industrial training and extending the influence of the school into the community. In 1915 the Jeanes Fund appropriated \$2,799, the counties gave \$1,520, and the county supervisors raised \$1,256 by appeals to the people. With the financial help of the General Education Board these supervisors and other agents have organized "home-makers' clubs" composed of colored girls and women.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary school system. The only agencies able to supply this need are the State, the county, and the local public school districts.

2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more summer schools and teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with state standards. Special effort should be made to reorganize the State school so that it may supply the need for teachers of industry and agriculture.

3. More provision for instruction in gardening, household arts, and simple industries. In developing this work, counties should realize the possibilities of the Jeanes Fund industrial supervisors.

4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 86.6 per cent rural.

5. The increase in the number of industrial high schools in towns.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools of Arkansas are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

ARKANSAS COUNTY.

	White.	Negro.
Population, 1910.....	11,821	4,269
Children, 6 to 14 years of age, 1910.....	2,122	1,005
Teachers' salaries in public schools, 1912-13.....	\$25,393	\$3,326
Teachers' salaries per child, 6 to 14, in county.....	\$11.97	\$3.31
Percentage illiterate, 1910....	3.7	23.7

The rural population is 83 per cent of the total. The average attendance, according to the census of 1910, is 1,672 white pupils and 479 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund county supervising industrial teacher travels in the county and aids the teachers in rural schools to introduce industrial work and extend the influence of the school into the community. The Immanuel Institute, located in a rural district 8 miles from Almyra, serves as a central school where pupils may board and supplement the training received in the rural schools of the county.

ALMYRA.

IMMANUEL INSTITUTE.

Principal: D. B. Marshall.

A school of elementary grade, located in the open country. There are a few pupils in secondary subjects. The good work in industries is hampered by poor equipment.

The school was founded and is owned by the local Baptist Association, but receives aid and supervision from the county.

Attendance.—Total, 126; elementary 120, secondary 6; boarders, 39.

Teachers.—Total, 4; all colored; male 1, female 3. The teachers are well trained.

Organization.—The course includes 12 grades of work. Though pupils are assigned to the industrial work according to age rather than by classes, gardening, broom making, and cooking are done with reasonable success.

Financial, 1912-13.—As far as could be determined the income amounted to \$1,675, of which \$1,105 was from board and tuition, \$255 from the Baptist Association, \$200 from the county, and \$115 from other sources. Of the income, \$975 was expended for salaries, \$500 for supplies for the boarding and academic departments, and \$200 for the farm.

Plant.—Estimated value, \$5,000. The plant consists of 40 acres of land, a frame school building used for classrooms and boys' dormitory, a small building for primary grades, an unfinished boys' dormitory, and a little furniture for classrooms and dormitories.

Recommendations.—1. That the Baptist Association endeavor to have this school developed as a county training school.¹

2. That gardening and simple manual training be required subjects.¹

¹ See recommendations in summary chapter, p. 22.

3. That the boarding department and classrooms be so conducted as to create habits of order and cleanliness.

Date of visit: March, 1914.

BRADLEY COUNTY.

	White.	Negro.
Population, 1910.....	9,877	4,641
Children, 6 to 14 years of age, 1910.....	3,188	1,107
Teachers' salaries in public schools, 1912-13.....	\$29,905	\$4,687
Teachers' salaries per child, 6 to 14 in county.....	\$13.67	\$4.23
Percentage illiterate, 1910.....	5.6	31.6

The entire population is rural. The average attendance, according to the census of 1910, is 1,670 white pupils and 568 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. Even in the town of Warren the school term is short, though a new and commodious building has been erected. It is reasonable to expect, however, that Warren town will soon be able to care for the elementary pupils, so that Walters Institute may develop as a central training school and provide more advanced secondary and industrial education for the pupils of surrounding districts.

WARREN.

WALTERS INSTITUTE.

President: J. W. Eichelberger.

An elementary school with a few high-school pupils. The boarding department is well regulated. The school was founded in 1906 and is owned and controlled by the General Board of the African Methodist Episcopal Zion Church. It has a board of 62 trustees acting in an advisory capacity.

Attendance.—Total, 77; elementary 68, secondary 9; boarders, 37. The reported enrollment for the year was 130.

Teachers.—Total, 5; all colored; male 3, female 2. Two part-time teachers are also employed.

Organization.—The elementary grades are well taught. The secondary pupils are in a four-year high-school course, three of them doing practice teaching. Instruction in sewing is provided for girls and all pupils have gardening.

Financial, 1912-13.—The accounts are carefully kept. The more important items for the year were:

Income, excluding noneducational receipts.....	\$1,047
Expenditure, less noneducational receipts.....	1,093
Indebtedness.....	400
Value of plant.....	6,200

Sources of income: A. M. E. Z. Church, \$600; tuition and fees, \$447. The non-educational receipts were from the boarding department and amounted to \$900.

Items of expenditure: Supplies for boarding department, \$740; building, \$700; salaries, \$553.

Indebtedness: The indebtedness of \$400 represents for the most part back salary of teachers and sums owing for running expenses.

Plant:¹ Estimated value, \$6,200. The plant consists of 5½ acres of land, one frame building, and about \$200 in movable equipment. The grounds and buildings are clean and the dormitory rooms well kept.

Recommendations.—1. That the school continue its lower grades only so long as the public school is overcrowded.

2. That in order to develop as a teacher-training school the industrial work and gardening be strengthened.²

Date of visit: March, 1914. Facts verified, 1916.

CHICOT COUNTY.

	White.	Negro.
Population, 1910.....	4, 288	17, 682
Children 6 to 14 years of age, 1910.....	560	3, 829
Teachers' salaries in public schools, 1912-13.....	\$22, 006	\$11, 271
Teachers' salaries per child 6 to 14 in county.....	\$39. 30	\$2. 94
Percentage illiterate, 1910.....	5. 8	34

The entire population is rural. The attendance, according to the census of 1910, was 376 white pupils and 2,095 colored pupils. Effort is being made to furnish additional school facilities in Chicot County by developing a central training institution at Dermott. A Jeanes Fund supervising industrial teacher travels in the county and helps the teachers in rural schools to introduce industrial work and extend the influence of the school into the community. Since there is little probability that the Baptist school will move to another section of the county, effort should be made to coordinate its work with the county training school, so that duplication may be avoided. This school is one of the larger local Baptist schools of the State. If it were reorganized, its boarding department would enable it to serve several surrounding counties as well as Chicot. Dupree Academy, located in Dermott, is an excellent private school with one teacher. This school is described in the summary of small private schools for Arkansas.

DERMOTT.

CHICOT COUNTY TRAINING SCHOOL.

Principal: J. H. Vickers.

A public school of elementary grade selected as a central institution to provide more advanced training for the colored pupils of the county.

Attendance.—Total, 245; all elementary.

Teachers.—Total, 4; all colored; male 1, female 3.

Organization.—The work covers the usual eight elementary grades. In order to provide some training for those who go out to teach in rural schools a course in methods is given in the eighth grade. The industrial training consists of cooking, sewing, chair caning, and shuck work. The school term is six months.

Financial, 1914-15.—The income amounted to \$1,804, of which \$1,304 was from State funds and \$500 from the Slater Fund. Of the income, \$1,300 was expended for salaries and \$504 for other expenses.

Plant.—Estimated value, \$5,000. Of this, \$500 is in land, \$4,000 in the building, and \$500 in equipment.

¹ The schoolhouse was destroyed by fire in 1914 and new buildings valued at \$7,300 have since been erected. The school incurred an indebtedness of about \$3,000 in rebuilding.

² See recommendation in summary chapter, p. 22.

Recommendations.—1. That facilities be provided for gardening and manual training¹ for boys.

2. That, in order to make the teacher training of more value, secondary work and practice teaching be introduced.

SOUTH EAST BAPTIST ACADEMY.

Principal: J. R. Burdett.

A poorly managed elementary school with a few pupils in secondary subjects. It was founded by the local Baptist association and is owned by a board of trustees elected by the association.

Attendance.—Total, 105; elementary 97, secondary 8; boarders, 35. The reported annual enrollment was 157.

Teachers and workers.—Total, 6; all colored; male 2, female 4.

Organization.—Twelve grades were claimed, but the majority of the pupils were below the fourth grade. No industrial work is done and the land is not used for educational purposes.

Financial, 1913-14.—As far as could be determined, the income amounted to \$2,136, of which \$1,447 was from board and tuition and \$689 from the Baptist Association. Of the income, \$1,664 was expended for salaries and \$472 for the boarding department and general expenses.

Plant.—Estimated value, \$7,000. The plant consists of 40 acres of land, two large frame buildings, and school furniture. The buildings were dirty and the lighting and ventilation poor. The dormitory rooms were crowded.

Recommendations.—1. That the trustees endeavor to reorganize this school so that it may supplement rather than duplicate the public-school work.

2. That provision be made for teacher training, gardening, and simple industrial work.¹

3. That the boarding department be enlarged and used for the home training of the pupils.

Date of visit: March, 1914.

CLARK COUNTY.

	White.	Negro.
Population, 1910.....	16,319	7,367
Children 6 to 14 years of age, 1910.....	3,630	1,855
Teachers' salaries in public schools, 1912-13.....	\$41,421	\$7,475
Teachers' salaries per child 6 to 14 in county.....	\$11.41	\$4.03
Percentage illiterate, 1910.....	5.2	26.1

The rural population is 88.4 per cent of the total. The average attendance, according to the census of 1910, was 2,607 white pupils and 985 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Presbyterian Board should make special effort to reorganize the Arkadelphia Academy, so that it will furnish secondary, industrial, and teacher training facilities to supplement the training in the county schools. With its limited equipment and support, the Baptist school would be of more value if it were moved to some section of the State where it is more needed

¹ See recommendations in summary chapter, p. 22.

or combined with one of the larger Baptist schools. This school is described in the summary of small Baptist schools for Arkansas.

A Jeanes Fund supervising industrial teacher travels in the county and aids the teachers in the rural schools to introduce industrial work and extend the influence of the school into the community.

ARCADELPHIA.

PRESBYTERIAN ACADEMY.

Principal: W. D. Feaster.

An elementary school with a few secondary pupils. The management is not effective. A few pupils board at the school.

The school was founded about 1894 and is owned and controlled by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 200; elementary 195, secondary 5. The reported enrollment for the year was 377.

Teachers.—Total, 6; all colored; male 2, female 4.

Organization.—The 11 grades are taught by four teachers with occasional assistance from the principal and his wife. The large majority of the pupils are in the primary classes.

The industrial training is limited to a little sewing and cooking. A few boys work on the farm and grounds to help pay their expenses. Concrete work is done in a small shop and two or three pupils are permitted to help.

Financial, 1912-13.—No systematic books are kept. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$1,425
Expenditures, less noneducational receipts.....	1,200
Value of plant.....	8,300

Sources of income.—Presbyterian board, \$1,225; tuition, \$200. The noneducational receipts amounted to \$1,400. Of this \$1,200 was from the boarding department and \$200 from the farm.

Items of expenditure.—Salaries, \$1,225; other expenses, \$1,375.

Plant.—Land: Estimated value, \$3,800. The school owns 38 acres of land, of which only a small portion is cultivated. Little or no effort has been made to beautify the grounds.

Buildings: Estimated value, \$3,500. There is a large two-story frame structure, used for classrooms and dormitories, besides a small shop and a barn.

Movable equipment: Estimated value, \$1,000. The equipment consists chiefly of crude furniture for classrooms and dormitories.

Recommendation.—That the work be reorganized and the administration strengthened.

Dates of visits: March, 1914; March, 1915.

GARLAND COUNTY.

	White.	Negro.
Population, 1910.....	22,457	4,665
Children, 6 to 14 years of age, 1910.....	3,934	662
Teachers' salaries in public schools, 1912-13.....	\$52,026	\$5,505
Teachers' salaries per child 6 to 14 in county.....	\$13.22	\$8.32
Percentage illiterate, 1910.....	5.6	15.7

The rural population is 47.1 per cent of the total. The average attendance, according to the census of 1910, is 2,679 white pupils and 538 colored pupils.

These statistics indicate fairly good public school facilities. The effort to develop a private school in Hot Springs is hardly worth while, especially since the public school of the town is doing secondary work.

HOT SPRINGS.

LANGSTON HIGH SCHOOL.

Principal: F. C. Long.

A public school offering four years of secondary work. Owing to the destruction of the building by fire, the school has been taught in rented quarters and the industrial courses have been discontinued. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 39; male 18, female 21. The elementary enrollment for the year was 405.

Teachers.—Secondary, 4; male 1, female 3.

Organization.—Secondary: The secondary work includes English, geometry, algebra, history, physics, biology, civics, and half-year courses in classroom agriculture, physiology, and physical geography. It is planned to provide industrial training when the new building is completed.

Plant.—A new building was being erected to replace the one burned in 1913.

Date of visit: March, 1914.

HEMPSTEAD COUNTY.

	White.	Negro.
Population, 1910.....	14, 184	14, 100
Children 6 to 14 years of age, 1910.....	3, 155	3, 914
Teachers' salaries in public schools, 1912-13.....	\$39, 650	\$16, 675
Teachers' salaries per child 6 to 14 in county.....	\$12. 57	\$4. 26
Percentage illiterate, 1910.....	2. 6	26. 4

The rural population is 87.1 per cent of the total. The average attendance, according to the census of 1910, is 2,215 white pupils and 2,169 colored pupils.

In the effort to improve the public schools, the county, in cooperation with the Slater Fund and the General Education Board, is developing the central training school at Hope. A Jeanes Fund supervising industrial teacher travels among the rural schools and aids the teachers in introducing industrial work and extending the influence of the school into the community.

HOPE.

HEMPSTEAD COUNTY TRAINING SCHOOL.

Principal: H. C. Yerger.

A public school of elementary grade with a few secondary pupils. It has been selected as a central institution to provide more advanced training for the colored pupils of the county.

Attendance.—Total, 300; elementary 258, secondary 42; boarders, 20.

Teachers.—Total, 8; all colored; male 3, female 5; academic 5, industrial 3. Two of the industrial teachers receive such small salaries that they are obliged to earn money by using the shop equipment for outside repair work.

Organization.—Elementary: The elementary work is done in the first seven grades.

Secondary: The eighth and ninth grades have secondary work, together with some elementary subjects. The teacher training in these grades consists of rudimentary work in psychology, child study, methods, and practice teaching.

Industrial: Cooking and sewing are provided for girls, and shoemaking, painting, woodwork, and blacksmithing for boys. The work is well planned and practical.

Financial, 1914-15.—The income amounted to \$2,662, of which \$1,512 was from the State, \$650 from district taxes on colored property, and \$500 from the Slater Fund. Of the income, \$2,183 was expended for salaries and \$479 for other purposes.

Plant.—Estimated value, \$9,000. Of this, \$500 is in land, \$7,000 in the building, and \$1,500 in equipment.

Recommendations.—1. That the boarding department be extended so that more pupils from the surrounding rural districts may attend.

2. That the theory and practice of gardening be made part of the regular course.¹

JEFFERSON COUNTY.

	White.	Negro.
Population, 1910.....	15,038	37,692
Children 6 to 14 years of age, 1910.....	2,502	8,063
Teachers' salaries in public schools, 1912-13.....	\$46,939	\$37,526
Teachers' salaries per child 6 to 14 in county.....	\$18.76	\$4.65
Percentage illiterate, 1910.....	22.0	25.9

The rural population is 71.4 per cent of the total. The average attendance, according to the census of 1910, is 1,947 white pupils and 5,168 colored pupils.

PINE BLUFF.

It is apparent from the figures that the colored schools of the county enroll only about two-thirds of the children of school age. In the town of Pine Bluff, however, conditions are better. In addition to fairly good elementary facilities, a four-year high school course is provided. At present the State Agricultural and Mechanical College is little more than a supplement to the city public school system. Special effort should be made to move the school to a rural section and develop a boarding department, so that it may fulfill the purposes for which it was designed. The chief justification for the Catholic and Presbyterian schools is their denominational affiliation. These two schools are described in the summaries of small Catholic and small Presbyterian schools for Arkansas.

A Jeanes Fund supervising industrial teacher travels in the county encouraging the teachers in rural schools to introduce industrial work and extending the influence of the school into the community.

¹ See recommendations in summary chapter, p. 22.

MERRILL HIGH SCHOOL.

Principal: William Townsend.

A city high school doing three years of secondary work with no facilities for industrial training. Eight elementary grades are taught in the same building.

Attendance.—Secondary, 25; male 5, female 20. The elementary enrollment was 384.

Teachers.—Secondary, 3; all colored; male 2, female 1. There were 7 teachers for the elementary grades.

Organization.—Secondary: Though only the first seven grades are called elementary, the first year of the high school is also doing elementary work. The third year high school enrolled no pupils at the time of visit. The work of the other two classes covered 2 years each of English and music, and 1 year each of Latin, ancient history, algebra, geometry, civics, "mental science and moral science." There is no industrial training.

Plant.—Estimated value, \$18,000. The plant consists of a city block and a new well-equipped brick building.

Date of visit: March, 1914.

BRANCH NORMAL COLLEGE.

Superintendent: J. G. Ish, jr.¹

A school of elementary and secondary grade with good industrial equipment. Administrative difficulties, combined with lack of dormitories, have made it almost impossible to fulfill the aims of agricultural and mechanical training for the State.

The school was founded in 1872 by the State of Arkansas and has a nominal connection with the University of Arkansas, being controlled by the same board of trustees. The school receives the Federal appropriations for agricultural and mechanical education.

Attendance.—Total, 170; elementary 130, secondary 40. Of the pupils reporting sex, 50 were male and 73 female. Of those reporting home address, 44 were from Pine Bluff and 78 from other places in the State; 40 were from cities and 72 from farm homes. A small boarding department has been added since the date of visit.

Teachers and workers.—Total, 12; all colored; male 7, female 5; academic 9, industrial 3.

Organization.—Elementary: The elementary work covers the upper four grades.

Secondary: The secondary work is done in the four-year "normal" course. This course includes the usual secondary subjects without foreign languages, two years of classroom agriculture, and some teacher training in the senior year. The State of Arkansas grants a teacher's certificate to those who complete the course.

Industrial: The shop is well equipped to give manual training in wood and iron. One woman teacher gives instruction in sewing.

Agriculture: The teacher of agriculture gives almost all of his time to classroom work. A small part of the campus is used for teaching gardening. The school has recently rented a farm, but it is too far away to be used for instructional purposes. Sixteen special pupils in agriculture are reported.

Financial, 1913-14.—Financial management is vested in the superintendent, who keeps all accounts.² The management has been such that funds appropriated by the

¹ Elected since date of visit.

² Since date of visit the management of school finances has been transferred to the State superintendent of education.

State and Federal Government could not be expended within the limitations of the law and a surplus amounting to over \$27,000 has accumulated. The more important financial items were:

Income, not including receipts from garden.....	\$24, 003
Expenditures, less receipts from garden.....	18, 350
Value of property.....	141, 456

Sources of income: Federal Government, \$13,636; State government, \$10,000; entrance fees, \$335. The receipts from the truck garden amounted to \$32.

Items of expenditure: Salaries, \$16,776; wages of janitor and engineer, \$495; fuel, light, and water, \$271; repairs, \$190; equipment, \$162; student labor, \$53; other expenses, \$401.

School property: The property consists of \$111,500 in the plant and \$29,956 in cash funds on hand.

Plant.—Land: Estimated value, \$60,000. The school site comprises 20 acres of city land, which is used for campus and truck garden. A farm of 50 acres is rented for use by the school.

Buildings: Estimated value, \$28,000. There are three brick structures—the two-story school building, containing classrooms and chapel, a dormitory building which is not in use, and a one-story mechanical building which contains shops.

Movable equipment: Estimated value, \$23,500. Scientific apparatus, shop equipment, and furniture, \$20,000; books and library equipment, \$3,500.

Recommendations.—1. That the plant be sold and the school moved to a site in the open country.

2. That the new school plant have sufficient land and equipment to fulfill the agricultural and mechanical requirements of the Federal land-grant act.

3. That the financial management be vested in a treasurer and business manager who shall be an officer of the school.

4. That a simple accounting system be installed and the books audited annually by an accredited accountant.

Date of visit: March 18, 1914.

LEE COUNTY.

	White.	Negro.
Population, 1910.....	5, 229	19, 003
Children 6 to 14 years of age, 1910.....	1, 017	4, 172
Teachers' salaries in public schools, 1912-13.....	\$19, 711	\$16, 533
Teachers' salaries per child 6 to 14 in county.....	\$19. 38	\$3. 96
Percentage illiterate, 1910.....	4. 5	17. 1

The rural population is 80.2 per cent of the total. The average attendance, according to the census of 1910, is 813 white pupils and 3,240 colored pupils.

The public schools of the county enroll a large percentage of the pupils 6 to 14 years of age, according to the figures given. There is need, however, for increased secondary and industrial facilities. To meet this need, the county, in cooperation with the Slater Fund and General Education Board, is developing a central training institution at Marianna.

MARIANNA.

LEE COUNTY TRAINING SCHOOL.

Principal: D. W. Hughes.

A public school of elementary grade selected as a central institution to supplement the work of the colored public schools of the county.

Attendance.—Total, 350; all elementary; boarders, 10.

Teachers.—Total, 6; all colored; male 2, female 4.

Organization.—The work covers the regular eight elementary grades. In order that the pupils who go out to teach in rural schools may have some training, a course in methods is given in the eighth grade. The industrial work consists of sewing and cooking for girls above the sixth grade and for older girls in the lower grades. Gardening is taught to pupils of both sexes.

Financial, 1914-15.—The income amounted to \$3,740, of which \$2,468 was from State funds, \$572 from district tax on property of colored people, \$500 from the Slater Fund, and \$200 from the county. Of the income \$2,700 was expended for salaries and \$1,040 for other purposes.

Plant.—Estimated value, \$10,000. Of this, \$2,000 is in land, \$7,000 in the building, and \$1,000 in equipment.

Recommendation.—That the work be encouraged and, as the need appears, increased facilities be provided for the boarding department, secondary work, and teacher training.

MONROE COUNTY.

	White.	Negro.
Population, 1910	7,381	12,526
Children 6 to 14 years of age, 1910	1,438	2,900
Teachers' salaries in public schools, 1912-13	\$24,589	\$12,151
Teachers' salaries per child 6 to 14 in county	\$17. 10	\$4. 19
Percentage illiterate, 1910	6. 7	27. 7

The entire population is rural. The average attendance, according to the census of 1910, is 1,071 white pupils and 1,627 colored pupils.

These figures indicate the need for additional school facilities. A Jeanes Fund supervising industrial teacher travels through the county and aids the teachers in rural schools to introduce industrial work and extend the influence of their schools into the community. The Consolidated White River Academy serves as a good central institution where pupils may board and supplement the training received in the rural schools. The Presbyterian parochial school, which is duplicating the work of the public school, is of slight educational value to the community. This school is described in the summary of small Presbyterian schools for the State.

BRINKLEY.

CONSOLIDATED WHITE RIVER ACADEMY.

Principal: J. F. Clarke.

A school of elementary and secondary grade. It was founded in 1893 by the principal and is owned by an incorporated board of trustees and supported by two Baptist associations.

Attendance.—Total, 87; elementary 65, secondary 22; boarders, 50.

Teachers.—Total, 4; all colored; male 1, female 3.

Organization.—No pupils are admitted below the fourth grade. A four-year secondary course is maintained. Good work is done in sewing and the boarding department and dormitories are used for home training.

Financial, 1913-14.—As far as could be determined the more important items were:

Income, excluding noneducational receipts	\$2,390
Expenditures, less noneducational receipts	2,390
Indebtedness	5,000
Value of plant	20,000

Sources of income: Baptist associations, \$2,015; tuition and fees, \$300; donations, \$75. The noneducational receipts were from the boarding department and amounted to \$1,500.

Items of expenditure: Salaries, \$1,200; boarding department and other supplies, \$2,690.

Indebtedness: The indebtedness of \$5,000 was in the form of mortgage and represented balance due on the building.

Plant.—Land: Estimated value, \$1,200. The land consists of about 12 acres on the edge of town. A part of the land is used for teaching agriculture.

Buildings: Estimated value, \$17,000. The main building is a neat, two-story brick structure. A two-story frame building is used for boys' dormitory. The grounds and buildings are well kept.

Movable equipment: Estimated value, \$1,800. The equipment consists chiefly of classroom and dormitory furniture. There is little agricultural equipment.

Recommendation.—That the school be developed as a teacher training school by the addition of practice teaching, gardening, and simple manual training.¹

Date of visit: March, 1914.

OUACHITA COUNTY.

	White.	Negro.
Population, 1910	9,441	12,333
Children 6 to 14 years of age, 1910	1,948	3,283
Teachers' salaries in public schools, 1912-13	\$30,543	\$13,567
Teachers' salaries per child 6 to 14 in county	\$15.68	\$4.13
Percentage illiterate, 1910	3.6	21.4

The rural population is 81.7 per cent of the total. The average attendance, according to the census of 1910, is 1,391 white pupils and 1,807 colored pupils.

Efforts have been made to supplement the limited school facilities of the county schools by developing a small boarding department at the Camden town high school, so that rural pupils may be accommodated. This central institution is being aided by the county, the Slater Fund, and the General Education Board. The two private schools in Camden are of minor importance. They are described in the summaries of Baptist and Presbyterian schools for Arkansas.

¹ See recommendations in summary chapter, p. 22.

CAMDEN.

OUACHITA COUNTY TRAINING SCHOOL.

Principal: P. H. Foster.

A public school of elementary and secondary grade selected as a central institution to provide more advanced training for the colored pupils of the county.

Attendance.—Total, 347; elementary 322, secondary 25; boarders, 9.

Teachers.—Total, 7; all colored; male 2, female 5.

Organization.—The elementary work is done in the regular seven grades. Besides the usual secondary subjects, the eighth and ninth grades have some work in psychology, methods, and practice teaching. The industrial training includes cooking, sewing, mat work, and basketry for girls; carpentry, repair work, and gardening for boys. The gardening is exceptionally well conducted.

Financial, 1913-14.—The income amounted to \$2,751, of which \$1,779 was from the State, \$500 from the Slater Fund, and \$472 from district tax on property owned by colored people. Of the income, \$2,340 was expended for salaries and \$411 for other purposes.

Plant.—Estimated value, \$3,500. Of this, \$1,800 is in land, \$1,200 in the building, and \$500 in equipment. A piece of ground containing 2 acres is divided into small plats for gardening.

Recommendation.—That the work be encouraged and, as the need appears, additional facilities be provided for the boarding department and secondary work.

PHILLIPS COUNTY.

	White.	Negro.
Population, 1910	7, 176	26, 354
Children 6 to 14 years of age, 1910	1, 142	5, 311
Teachers' salaries in public schools, 1912-13	\$41, 318	\$16, 163
Teachers' salaries per child 6 to 14 in county	\$36. 18	\$3. 04
Percentage illiterate, 1910	1. 5	23. 4

The rural population is 73.8 per cent of the total. The average attendance, according to the census of 1910, is 860 white pupils and 3,700 colored pupils.

These statistics indicate the need for more elementary schools and stronger work. In the city of Helena the schools are crowded, but fairly good facilities are furnished by the city high school. The Southland College at Southland is a well-managed institution, at which pupils of the surrounding counties may board and supplement the training received in the rural schools. The county should relieve this school of the burden of the large elementary grades now enrolled.

HELENA.

COLORED HIGH SCHOOL.

Principal: J. H. Blount.

A city high school offering three years of secondary work.¹ The eight elementary grades are taught in the same building.

Attendance.—Secondary, 29. The elementary enrollment was 786.

¹ It is reported that a fourth year has been added since date of visit.

Teachers.—Secondary, 3; all colored; male 2, female 1. There were 9 elementary teachers.

Organization.—Emphasis is placed on English and mathematics. Latin is also taught. No industrial training is offered. The classroom work is well done.

Plant.—Estimated value, \$7,000. The plant consists of a city lot, a frame building, and fairly good equipment.

SOUTHLAND.

SOUTHLAND COLLEGE.

President: H. C. Wolford.¹

A well-managed school of elementary and secondary grade with a large boarding department. It is located in a rural district with a large Negro population.

The institution was founded in 1864 at Helena, Ark., to care for colored orphan children. In 1866 it was moved into the country and in 1872 it was organized as Southland College. It is owned and supported by the Indiana Yearly Meeting of the Religious Society of Friends, Incorporated.

Attendance.—Total, 352; elementary 324, secondary 28, boarders 200. Of the pupils above the seventh grade 26 were male and 30 female. The reported enrollment for the year was 408.

Teachers and workers.—Total, 16; white 6, colored 10; male 5, female 11; academic 8, boys' industries 1, girls' industries 2, music 1, commercial 1, librarian 1, matrons 2.

Organization.—Elementary: The elementary work is done in the eight grades and in the first year of the "normal" course.

Secondary: Secondary subjects are taught in the second year of the "normal" course and in the three years of the "college" course. The work for the four years includes: English, 3 years; Latin, 3; mathematics, 4; history, 2; chemistry 1; Bible, 2; psychology, 1; business, 1; music, 3; and elocution, 1½.

Industrial: Fairly good instruction in cooking and sewing is provided for girls and manual training for boys. These subjects are required in the seventh grade and the two "normal" classes.

Agriculture: Class instruction in agriculture is given in the eighth grade and a few boys assist on the farm, but there is insufficient educational emphasis on the work.

Financial, 1912-13.—The accounts are carefully kept, but separate departmental figures can not be obtained without difficulty. The business management is economical. The more important financial items for the year were:

Income, excluding noneducational receipts.....	\$4, 115
Expenditures, less noneducational receipts.....	4, 018
Value of property.....	79, 400

Sources of income: Endowment funds, \$3,012; tuition and fees, \$563; general donations, \$540. The noneducational receipts amounted to \$6,200, of which \$5,000 was from the boarding department, \$750 from the farm, and \$450 from sale of books.

Items of expenditure: Salaries, \$3,680; supplies for boarding department, \$3,017; agricultural supplies, \$1,099; books, \$712; outside labor, \$571; light and heat, \$447; repairs, \$382; interest and taxes, \$170; other expenses, \$140.

¹ White.

School property: The property consists of \$44,400 in the school plant and \$35,000 in endowment.

Plant.—Land: Estimated value, \$7,700. The school owns 167 acres of land, of which about 100 acres are cultivated and 20 acres used for campus. The campus is neatly kept.

Buildings: Estimated value, \$31,700. There are four large frame buildings and several smaller structures. The main building and the two dormitory buildings are three-story structures; the principal's home is a two-story building. The smaller buildings are used for laundry and shops. All of the buildings are supplied with steam heat and water by the school plant. They are well built and neatly kept, but are not provided with adequate fire protection.

Movable equipment: Estimated value \$5,000, of which \$2,200 is in furniture, \$1,200 in farm equipment and live stock, \$1,000 in library books, and \$600 in shop equipment.

Recommendations.—1. That the classroom work and industrial courses be correlated.

2. That theory and practice of gardening and manual training in wood and iron receive greater emphasis.¹

3. That the work be organized and classes designated in accordance with progressive school standards.

Date of visit: March, 1913.

PULASKI COUNTY.

	White.	Negro.
Population, 1910.....	51,267	35,462
Children 6 to 14 years of age, 1910.....	7,174	6,187
Teachers' salaries in public schools, 1912-13.....	\$484,199	\$49,234
Teachers' salaries per child 6 to 14 in county.....	\$67.49	\$7.96
Percentage illiterate, 1910.....	2.8	21.2

The rural population is 34.2 per cent of the total. The average attendance, according to the census of 1910, is 5,895 white pupils and 4,780 colored pupils. A Jeanes Fund supervising industrial teacher travels among the rural schools in the county and helps the teachers to introduce industrial work and extend the influence of the school into the community. A two-year high school is maintained at Argenta, a separately incorporated town just across the river from the business section of Little Rock. Shorter College is the only African Methodist Episcopal school in the State and effort should be made to move it to some section where secondary work is more needed.

ARGENTA (LITTLE ROCK).

SHORTER COLLEGE.

President: William Bird.²

An institution of secondary grade with an elementary department and some pupils taking college and theological subjects.

¹ See recommendations in summary chapter, p. 22.

² Elected since date of visit.

The school was founded in 1886 by the Arkansas Conference of the African Methodist Episcopal Church and incorporated in 1894. It is controlled by a board of 65 trustees elected by the Conference.

Attendance.—Total, 219; elementary 128, secondary 76, theological 15; boarders, 75. Of the pupils above the eighth grade, 33 were male and 58 female; 14 were from Little Rock, 73 from other places in Arkansas, and 4 from other States.

Teachers.—Total, 14; all colored; male 8, female 6. The teachers are graduates of Shorter College and schools of similar grade.

Organization.—Elementary: The elementary work comprises eight grades. The work is in charge of three regular teachers and an instructor in sewing.

Secondary: The secondary work is done in the "normal," "college preparatory," and "college" courses. The subjects included in the "normal" and "college preparatory" are practically the same. They are: Latin, 3 years; English, 1; mathematics, 4; elementary sciences, 4; history, 1; civics, 1; economics, $\frac{1}{2}$; Bible, $\frac{1}{2}$; music, $1\frac{1}{2}$; logic, $1\frac{1}{2}$; and ethics, $\frac{1}{2}$. The pupils have not had sufficient preliminary education to profit by these courses.

The "college" continues the secondary studies, as follows: Latin, 4 years; German, 1; English, 2; mathematics, 4. Slight attention is paid to history and social science. A class of ministers taking some secondary subjects constitutes the theological department.

Printing for boys and sewing for girls are the only industrial subjects. This work is not required, and an extra fee of 50 cents per month is charged.

Financial, 1912-13.—An effort is made to keep accounts of the financial operations, but the bookkeeping is inadequate. As far as can be determined, the more important financial items for 1912-13 were as follows:

Income, excluding noneducational receipts.....	\$8,416
Expenditure, less noneducational receipts.....	6,166
Indebtedness.....	5,000
Value of plant.....	29,622

Sources of income: Donations, \$5,000; tuition and fees, \$2,516; educational department of the African Methodist Episcopal Church, \$900. The receipts from board and room rent amounted to \$3,822. In addition, \$1,000 was raised during the year by collections for improvements. It appears that part of this money was used for current expenses.

Items of expenditure: Teachers' salaries, \$4,960; material and supplies, \$2,557; labor, \$335; other items, \$2,136.

Indebtedness: The indebtedness of \$5,000 is said by the president to represent amount owed on the operating expenses of the school in 1911.

Plant.—Land: Estimated value, \$16,500. The school site comprises a city block.

Buildings: Estimated value, \$11,050. There are three buildings. A three-story brick structure is used for chapel, library, and classrooms on the first floor and girls' dormitory on the second and third floors. The boys' dormitory is a two-story frame building and contains dining room, kitchen, and classrooms on the first floor. The printing department occupies the first floor of another two-story building, the upper story of which is used for boys' dormitory. The buildings are in need of repair and the dormitory rooms are not well cared for.

Movable equipment: Estimated value, \$2,072. The movable equipment consists of furniture for classrooms and dormitories, a little scientific apparatus, and some library books.

Recommendations.—1. That a system of accounting adapted to the needs of the school be installed and the books audited annually by an accredited accountant.

2. That the work be simplified and the energies of the school be centered upon teacher training.¹

3. That the tuition charge for sewing and printing be removed and gardening and industrial work made part of the regular school work.

Date of visit: March, 1914. Facts verified, 1916.

LITTLE ROCK.

With some increase in facilities the public schools of the city of Little Rock would be able to care for the 2,000 children of school age. Besides the elementary schools an excellent public high school is provided. Arkansas Baptist College and Philander Smith College should give fuller recognition to the training of teachers and ministers for rural communities. The Arkansas Baptist College would serve this need more effectively if it were moved to the outskirts of town, while Philander Smith College should place more emphasis on teacher training and industrial work.

GIBBS HIGH SCHOOL.

Principal: M. P. Carry.

A well-equipped city high school giving four years of secondary work with good industrial training.

Attendance.—Total, 100; male 24, female 76.

Teachers.—Total 8; all colored; male 3, female 5.

Organization.—Good classroom work is done in mathematics, English, and history. Elementary science is offered, with fairly good equipment. A postgraduate year of teacher training is maintained for 17 pupils.

Plant.—Estimated value, \$40,000. The plant consists of a large city lot, a two-story brick building, small shop, and good equipment.

Date of visit: March, 1914. Facts verified, 1916.

ARKANSAS BAPTIST COLLEGE.

President: J. A. Booker.

A school of elementary and secondary grade with a few pupils in college subjects. Industrial training is attempted, but the equipment is inadequate. The management has been seriously handicapped by lack of funds.

The school was incorporated in 1885 by the Negro Baptist State Convention of Arkansas and is controlled by a board of 15 colored trustees. The school is aided by the American Baptist Home Mission Society.

¹ See recommendations in summary chapter, p. 22.

Attendance.—Total, 313; elementary 181, secondary 132. Thirteen of the secondary pupils reported college subjects. Of the secondary pupils 72 were male and 60 female; 74 were boarders; 18 were from Little Rock, 101 from other places in Arkansas; and 13 from other States. There were 55 from farm homes. The reported enrollment for the year was 353.

Teachers and workers.—Total, 18; all colored; male 8, female 10; grades 4, academic 7, girls' industries 2, boys' industries 2, theology 1, music 1, matron 1.

Organization.—Elementary: The elementary work covers in a fairly satisfactory way the usual eight grades.

Secondary: The secondary, or "preparatory," course includes: Latin, 4 years; English, 4; mathematics, 4; Greek or German, 2 elementary science, 2½; history, 1; psychology, 1; Bible, 3½. The so-called "college" continues the secondary work in English, mathematics, and history, adding three years of Latin, three years of Greek, and a year and a half of philosophy. Undue emphasis is placed on ancient languages; although German is offered as elective for Greek in the preparatory course, 28 pupils take Greek while 18 take German. Only one year of history is offered; there is no allowance for civics, and practically no attention is given to the natural sciences, sociology, and teacher-training subjects. A theological department with one teacher is claimed, but there were no students in attendance at the time the institution was visited.

Industrial: The girls have fairly satisfactory instruction in cooking and sewing. The industrial instruction for boys is chiefly manual training; some good work in making brackets, tie racks, and chairs is done. The two industrial teachers conduct their classes in a dilapidated building. A few pupils work on the farm, which is located 7 miles from the school; little educational importance attaches to this activity. Recently an attempt has been made to add gardening to the course of study, with practice on the school grounds; in 1914-15, however, this was of little value.

Financial, 1912-13.—The financial management is almost entirely in the hands of the president, and while the accounts are kept in accordance with the requirements of the American Baptist Home Mission Society, the system is not adequate to the needs of the school. As far as could be determined the more important items for the year were:

Income, excluding noneducational receipts.....	\$15, 109
Expenditures, less noneducational receipts.....	17, 509
Indebtedness.....	17, 900
Value of plant.....	90, 000

Sources of income: Colored Baptist State Convention, \$8,125; tuition and fees, \$3,380; American Baptist Home Mission Society, \$1,100; Slater Fund, \$750; Women's Baptist Home Mission Society, \$600; Julius Rosenwald Fund, \$400; other sources, \$754. The noneducational receipts amounted to \$6,040, of which \$5,765 was from the boarding department, \$225 from sale of books, and \$50 from the farm.

Items of expenditure: Salaries, \$8,376; supplies for boarding department, \$4,047; repairs and renewals, \$2,603; power, light, and heat, \$1,098; student labor, \$704; books for sale, \$519; advertising and soliciting, \$363; supplies and sundry expenses, \$312; other expenses, \$5,527.

Indebtedness: Of the indebtedness \$15,500 is in the form of mortgage, representing money borrowed to meet previous annual deficits, while \$2,400 is in current bills due and represents the deficit in running expenses for the year.

Plant.—Land: Estimated value, \$50,000. The land consists of 4 acres of valuable city property and the farm of 100 acres. Little effort has been made to beautify the campus.

Buildings: Estimated value, \$35,000. The administration building is a four-story brick structure containing classrooms, office, dining room, and girls' dormitory. The boys' dormitory is a three-story brick structure. A one-story frame building is used for the shops. The president's house is a neat two-story cottage, part concrete and part frame.

Movable equipment: Estimated value, \$5,000. Of this, \$2,000 is in furniture, \$1,800 in shop equipment and printing outfit, \$500 in library books, \$500 in farm implements and live stock, and \$200 in scientific apparatus.

Recommendations.—1. That the plant be moved to the site already purchased on the outskirts of Little Rock.

2. That the course of instruction be reorganized and provision made for teacher training, including practice teaching, gardening, and simple industrial training.¹

Dates of visits: March, 1914; March, 1915.

PHILANDER SMITH COLLEGE.

President: J. M. Cox.

A school of elementary and secondary grade with a few pupils in college subjects. The teaching force and equipment are too limited for college work. Adeline Smith Home for Girls is maintained in connection with the institution.

The school was founded in 1883 by a donation from Philander Smith of Oak Park, Ill. It is owned and controlled by the Freedmen's Aid Society of the Methodist Episcopal Church.

Attendance.—Total, 439; elementary 268, secondary 132, in college studies 39; male 199, female 240. Of the 171 pupils above the elementary grades, 90 were boarders; of those reporting home address, 62 were from Little Rock, 85 from other places in Arkansas, and 24 from other States. The reported enrollment for the year was 491.

Teachers and workers.²—Total, 15; all colored; male 8, female 7; grades 4, academic 6, music 1, printer 1, secretary 1, matrons 2. Six of the teachers and two matrons received part or all of their education at Philander Smith.

Organization.—Elementary: Four large elementary grades are taught by four regular teachers and student helpers. Some work in cooking and sewing is provided for these pupils at Adeline Smith Home.

Secondary: The course is based largely on the Freedmen's Aid Society course, with strong emphasis on the classical languages. The work is done in the college preparatory course, with 31 pupils, and the "normal" course, with 101 pupils. The college preparatory course includes Latin, 4 years; Greek (elective), 2; English, 3½; mathematics, 4; chemistry, 1¼; history and civics, 2; Bible, ½. The "normal" course includes

¹ See recommendations in summary chapter, p. 22.

² Three teachers in Adeline Smith Home are not included.

Latin, 2 years; English, 3; mathematics, 3; elementary science, 2; history, 2; teacher training, 2; and several minor subjects. The industrial work is limited to cooking and sewing taught to about 50 girls who live at the Adeline Smith Home.

College subjects: The college subjects are mainly foreign languages and elementary sciences. The teachers available are too few in number and are lacking in preparation for college work. The laboratory facilities are inadequate.

Financial, 1912-13.—The more important financial items for the year were as follows:

Income, excluding noneducational receipts.....	\$9,226
Expenditures, less noneducational receipts.....	9,195
Value of plant.....	72,300

Sources of income: Tuition and fees, \$4,349; general donations, \$1,883; Freedmen's Aid Society for current expenses, \$1,558; annual conference, \$1,194; Board of Education of the Methodist Episcopal Church, \$242. The noneducational receipts were from the boarding department and amounted to \$3,778.

Items of expenditure: Salaries, \$7,700; material and supplies for boarding department, \$2,591; labor, \$694; repairs, \$501; miscellaneous, \$1,487.

Plant.—Land: Estimated value, \$15,000. The land is in two separate lots. The main building is located on a lot which comprises about half a city block. The girls' dormitory is on a large city lot some distance from the main building. At the time the school was visited the general appearance of the grounds was bare.

Buildings: Estimated value, \$50,000, as follows: Main building, four-story, brick, value about \$20,000, used for offices, classrooms and boys' dormitory; girl's dormitory, three-story, brick, value \$25,000, a new building well constructed; and two frame structures, value \$5,000, used for grade classes and shops. The frame buildings were in bad repair and the boys' rooms in the main building were poorly kept.

Movable equipment: Estimated value, \$7,300, as follows: Furniture, \$5,000; library books and fixtures, \$1,000; scientific apparatus, \$800; shop equipment, \$500.

Recommendations.—1. That the energy and money now spent in the effort to maintain a college department be used to improve the secondary courses and provide training for ministers for rural communities.

2. That the curriculum be strengthened in teacher-training subjects.
3. That neighborhood gardening and manual training be introduced.¹
4. That the buildings be repaired and the equipment improved.
5. That the books be audited annually by an accredited accountant.

Date of visit: March, 1914.

ADELINE SMITH HOME OF PHILANDER SMITH COLLEGE.

Superintendent: Mrs. H. M. Nasmyth.²

A home school for girls, maintained and managed by the Woman's Home Missionary Society of the Methodist Episcopal Church. The work is a part of the educational activities of Philander Smith College. While much effective work is done, the home is hampered by inadequate equipment.

¹ See recommendation in summary chapter, p. 22.

² White.

Attendance.—Total, 119; boarders, 75.

Teachers.—Total, 3; white 1, colored 2.

Organization.—The girls boarding in the home receive training in household care and attend classes at Philander Smith. Instruction in cooking and sewing is also provided for the girls in Philander Smith College.

Financial, 1913-14.—The finances are carefully supervised by the home office in Cincinnati and the management is economical. The more important items were:

Income, excluding noneducational receipts.....	\$2,257
Expenditures, less noneducational receipts.....	2,257
Value of plant.....	14,300

Sources of income: Woman's Home Missionary Society, \$2,257. The noneducational receipts were from board and room rent and amounted to \$3,448.

Items of expenditure: Supplies and general expenses, \$4,805; salaries, \$900.

Plant.—Land: Estimated value, \$8,000. The land comprises three city lots. The grounds are well kept.

Buildings: Estimated value, \$3,800. The building is a large frame structure in need of repair. It is fairly well kept.

Movable equipment: Estimated value, \$2,500. The equipment consists of furniture and fairly good domestic science equipment.

Recommendation.—That the building and equipment be improved and a more vital relationship established with the college.

Date of visit: March, 1915.

SEBASTIAN COUNTY.

	White.	Negro.
Population, 1910	46,856	5,410
Children 6 to 14 years of age, 1910.....	8,145	959
Teachers' salaries in public schools, 1912-13	\$40,601	\$9,505
Teachers' salaries per child, 6 to 14 in county	\$5.60	\$9.91
Percentage illiterate, 1910	4.2	17.8

The rural population is 54.1 per cent of the total. The average attendance, according to the census of 1910, is 7,368 white pupils and 731 colored pupils. The city of Fort Smith maintains a good four-year high school.

FORT SMITH.

LINCOLN COLORED HIGH SCHOOL.

Principal: E. O. Trent.

A city high school giving three years of secondary work with industrial training. The sixth, seventh, and eighth grades are taught in the same building.

Attendance.—Secondary, 60; male 19, female 41.

Teachers.—Total, 4; all colored; male 3, female 1. Three of the teachers give a small part of their time to the elementary grades. There are also two full-time teachers for the sixth, seventh, and eighth grades.

Organization.—Secondary: The subjects are: English, 2½ years; mathematics, 3; Latin, 1½; elementary science, 1½; history, 2; manual training, 3; domestic science and domestic art, 3. All pupils in the last two high school years study Latin.

Industrial: All students above the seventh grade devote five and one-half hours a week to industrial subjects. The work is of practical value and is well done.

Plant.—Estimated value, \$20,000. The plant consists of a city block, value \$6,000; buildings worth \$12,000, and equipment valued at \$2,000.

WOODRUFF COUNTY.

	White.	Negro.
Population, 1910.....	8,344	11,705
Children 6 to 14 years of age, 1910.....	1,704	2,739
Teachers' salaries in public schools, 1912-13.....	\$36,499	\$11,013
Teachers' salaries per child 6 to 14 in county.....	\$21.42	\$4.02
Percentage illiterate, 1910.....	5.5	25.8

The entire population is rural. The average attendance, according to the census of 1910, is 1,141 white pupils and 1,325 colored pupils.

These figures indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. In order to meet this need more efficiently the term of the private academy at Cotton Plant should be lengthened, better boarding facilities for boys should be provided, and greater emphasis should be placed on industrial courses and teacher training.

COTTON PLANT.

COTTON PLANT ACADEMY.

Principal: H. M. Stinson.

A good school of elementary and secondary grade offering a limited amount of industrial work. The school term is short.

The school was founded in 1890 and is owned and controlled by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 175; elementary 146, secondary 29; boarders, 27.

Teachers.—Total, 6; all colored; male 2, female 4. The principal and his wife are genuinely devoted to the work.

Organization.—The organization provides for 11 grades. Most of the secondary subjects are of the college-preparatory type, and they are thoroughly taught. The instruction in sewing and cooking is adequate. There is no industrial work for boys. The dormitory rooms are used for home training. The land is farmed for profit.

Financial, 1912-13.—The accounts are honestly kept, but the system is poor. The following are the essential items:

Income, excluding non-educational receipts.....	\$1,318
Expenditure, less noneducational receipts.....	1,498
Value of plant.....	18,550

Sources of income: Presbyterian Board, \$1,085; tuition, \$200; other sources, \$33. The noneducational receipts were from the boarding department and amounted to \$592.

Items of expenditure: Salaries, \$1,145; supplies, \$449; repairs and other expenses, \$406.

Plant.—Land: Estimated value, \$1,500. The land consists of 13 acres near the city limits. Part of the land is cultivated by the school.

Buildings: Estimated value, \$16,000. There are three buildings; the girls' dormitory is of brick, while the main school building and the laundry are frame. The buildings are well kept.

Movable equipment: Estimated value, \$1,050. The equipment is chiefly furniture and farm implements.

Recommendations.—1. That the Presbyterian Board endeavor to increase the financial support of the institution so that the school term may be lengthened and the teacher-training courses improved.

2. That the theory and practice of gardening be made part of the regular course.¹

Date of visit: March, 1914.

BAPTIST SCHOOLS.

Besides the Arkansas Baptist College, supported in part by the American Baptist Home Mission Society, there are 14 Baptist schools reported in Arkansas. Of these three were considered important enough to be treated in the county summaries above and four others were visited and found to be of local significance. These four are discussed below, while the seven which were not visited are listed at the end of this summary. In view of the financial aid needed to carry out the plan of moving Arkansas Baptist College to a rural community and the need of developing the schools at Brinkley, Dermott, and Almyra, it is obvious that 14 schools is too large a number for the Baptists of Arkansas to attempt to support.

CLARK COUNTY—ARKADELPHIA.

ARKADELPHIA BAPTIST ACADEMY.

Principal: S. P. Nelson.

An elementary school with some pupils in secondary subjects. A few pupils board at the school. Because of inadequate support the work is ineffective.

The school was founded about 1900. It is owned by the local Baptist Association and controlled by a board of trustees selected from association members.

Attendance.—Total, 95; elementary 85, secondary 10. Some instruction in sewing is provided. The garden is cultivated, but without regard for educational values.

Teachers.—Total, 4; all colored; male 1, female 3.

Financial, 1914-15.—The income, amounting to approximately \$1,150, was from the Baptist Association and tuition.

Plant.—Estimated value, \$3,200. The plant consists of 10 acres of land, a rough frame building and meager equipment. The building was poorly kept and in need of repair.

Recommendation.—That the school be combined with one of the larger Baptist schools of the State.

Date of visit: March, 1914; March, 1915.

CROSS COUNTY—WYNNE.

WYNNE NORMAL AND INDUSTRIAL INSTITUTE.

Principal: W. F. Lovelace.

An elementary school duplicating, to a large extent, the work done by the public schools. It was founded in 1901 by the local Baptist Association.

Attendance.—Total, 114; elementary 108, secondary 6. The course covers 12 grades. There is no provision for industrial work or agriculture.

Teachers.—Total, 4; all colored; male 1, female 3.

¹ See recommendation in summary chapter, p. 22.

Financial, 1912-13.—The income amounted to \$1,500, of which \$1,000 was from the Baptist Association, \$350 from tuition, and \$150 from donations. Of the income, \$1,000 was expended for salaries and \$500 for other purposes.

Plant.—Estimated value, \$3,000. The plant consists of 20 acres of land on the edge of town, a two-story frame building, and meager equipment.

Recommendation.—That the school be moved to some other part of Arkansas or combined with one of the larger Baptist schools of the State.

Date of visit: March, 1914.

DALLAS COUNTY—FORDYCE.

BRADLEY DISTRICT ACADEMY.

Principal: William J. Murray.

A low-grade elementary school with 45 pupils in attendance. Six pupils were reported above the eighth grade, but none of the work could be classed as higher than fifth grade. The teaching was done by the principal and his wife. Much better school facilities are furnished in the new public school for colored people.

Financial, 1912-13.—The income amounted to approximately \$800, of which \$500 was from tuition and \$300 from the Baptist Association. Of the income, \$500 was expended for salaries and \$300 for other purposes. The indebtedness was \$1,000.

Plant.—Estimated value, \$1,200. The plant consists of a town lot, a poorly constructed two-story frame building, and meager equipment.

Recommendation.—That this school be combined with one of the larger Baptist schools of the State.

Date of visit: March, 1914.

OUACHITA COUNTY—CAMDEN.

OUACHITA INDUSTRIAL ACADEMY.

Principal: J. M. Bankhead.

An elementary day school owned by a board of trustees elected by the local Baptist Association. Only 34 pupils of the 83 claimed were present; of these, 11 were taking some secondary subjects. The principal and two graduates of the school were doing the teaching. Much better secondary and industrial work is done in the public school.

Financial, 1913-14.—Fairly good accounts are kept. The income amounted to \$1,275, of which \$875 was from the Baptist Association, \$300 from tuition, and \$100 from sales of cotton. The expenditures amounted to \$1,272, of which \$880 was for salaries and \$392 for other purposes.

Plant.—Estimated value, \$1,950. The plant consists of 6 acres of land, a neat frame building, and limited equipment for classrooms. The land is effectively used as a demonstration patch, but is not cultivated by the students.

Recommendation.—In view of the good public school in this place, the funds given to this work might better be used in the support of one of the larger Baptist schools elsewhere in the State.

Date of visit: March, 1914.

ADDITIONAL BAPTIST SCHOOLS.

The following schools were also reported, but evidence indicates that they are not of sufficient importance to justify description in this report.

County.	Town.	Name of school.
Chicot.	Endora.	Carmal Baptist Academy.
Columbia.	Magnolia.	Columbia Baptist Academy.
Critten.	Jericho.	Jericho Industrial Academy.
Miller.	Texarkana.	Union Industrial Academy.
Phillips.	Helena.	Inter-State Academy.
Union.	El Dorado.	Friendship Academy.
Do.	Junction City.	Junction City Industrial Academy.

CATHOLIC PARISH SCHOOLS.

There are in Arkansas three Catholic parish schools. They are small elementary schools in which the religious interest is strong. The principal facts reported concerning them are as follows:

County.	Town.	School.	Attendance.	Teachers.
Jefferson.	Pine Bluff.	St. Peter's School.	100	6
Pulaski.	Little Rock.	St. Bartholomew's School.	153	5
Do.	Do.	St. Francis Mission School.	...	2

PRESBYTERIAN SCHOOLS.

The Presbyterian Board of Missions for Freedmen reports nine schools in Arkansas. Only Cotton Plant Academy and Arkadelphia Academy were considered important enough to enter into the county summaries above. With the exception of the Morrilltown parochial school, which was not visited, these schools are described below. With reorganization the Monticello Academy could be developed to serve useful ends in its community. The Presbyterian work would be strengthened if the support now given to the weaker schools were concentrated on Cotton Plant Academy, Arkadelphia Academy, and Monticello Academy.

DREW COUNTY—MONTICELLO.

MONTICELLO ACADEMY.

Principal: O. C. Wallace.

A school of elementary grade doing some secondary work. It is located in a rural community. The institution is owned and supported by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 99.

Teachers.—Total, 4; all colored; male 1, female 3.

Financial, 1914-15.—The books are kept in accordance with the requirements of the Board of Missions for Freedmen. The more important items for the year were:

Income, excluding noneducational receipts.....	\$1,482
Expenditures, less noneducational receipts.....	1,524
Value of plant.....	6,500

Sources of income: Board of Missions for Freedmen, \$1,321; tuition and fees, \$121; entertainments and other sources, \$40. The noneducational receipts were from the boarding department and amounted to \$302.

Items of expenditure: Salaries, \$884; supplies for boarding department, \$428; plumbing, \$221; payment on debts for current expenses, \$196; other expenses, \$97.

Plant.—Land: Estimated value, \$1,000. The school owns 2 acres of land on the edge of the town.

Buildings: Estimated value, \$5,000. There is one large frame building used for dormitory purposes and a small frame house.

Movable equipment: Estimated value, \$500. The equipment consists of a limited amount of furniture for classrooms and dormitory.

Recommendation.—That gardening and simple manual training be made required subjects.¹

¹ See recommendations in summary chapter, p. 22.

GARLAND COUNTY—HOT SPRINGS.

HOT SPRINGS NORMAL AND INDUSTRIAL SCHOOL.

Principal: Mrs. C. S. Mebane.

A parochial school of elementary grade. It is taught in a building privately owned and is supported by appropriations from the Presbyterian Board of Missions and by tuition. There were 70 pupils in attendance, all below the seventh grade; 15 were boarders.

The teachers were three colored women. The income was estimated at \$800 and was offset by an equal expenditure, chiefly for salaries. The larger part of the income was from the Presbyterian Board of Missions, the remainder from tuition.

Plant: Estimated value, \$3,000; the plant consists of a city lot and a two-story frame building. Three rooms are used for recitations and the others as living quarters for the principal and boarding students. The recitation rooms are poorly equipped.

Recommendation.—In view of the good public-school system of Hot Springs, there seems to be no need of a school of this type. Appropriations to the school might better be made to one of the larger schools.¹

Date of visit: March, 1914.

JEFFERSON COUNTY—PINE BLUFF.

RICHARD ALLEN INSTITUTE.

Principal: George M. Elliott.

A Presbyterian parochial school of elementary grade. It is owned by the Presbyterian Board of Missions for Freedmen. It was closed during the school year 1913-14, but opened again in the fall of 1914.

Attendance.—Total, 80; all in the first seven grades. There were two boarders. No manual training was provided.

Teachers.—Total, 4; all colored; male 2, female 2. The principal is the minister of the Presbyterian Church.

Financial, 1914-15.—The income amounted to \$791, of which \$691 was from the Presbyterian Board and \$100 from tuition. Of this sum \$660 was expended for salaries, \$31 for repairs, and \$100 for other purposes.

Plant.—Estimated value, \$4,000. The plant consists of a city block of land, a poorly constructed two-story frame building, and meager classroom equipment. The building was in bad repair and the rooms were poorly kept.

Recommendation.—Since school facilities in Pine Bluff are reasonably adequate, there appears to be no need for this school.

Date of visit: March, 1914.

MONROE COUNTY—BRINKLEY.

PRESBYTERIAN PAROCHIAL SCHOOL.

Teacher: T. C. Boyd.

An elementary day school taught in the church. The school has a six-months term.

The reported enrollment was 26, all below the sixth grade. The Presbyterian board pays the pastor's salary and he operates the school on tuition, amounting to about \$25 a year.

Recommendation.—In view of the proximity of a private school and a good public school, there appears to be no need for a school of this type in Brinkley.

Date of visit: March, 1914.

¹ See p. 136.

OUACHITA COUNTY—CAMDEN.

PRESBYTERIAN PAROCHIAL SCHOOL.

Teacher: V. McDonald.

A very disorderly elementary school. At 10 o'clock on the day of visit the school had not opened. At 10.30 seven pupils assembled. The reported enrollment was 26. The school is taught in a cabin adjoining the church. The Presbyterian Board of Missions pays the pastor's salary, and he operates the school on the tuition collected to supplement his salary.

Recommendation.—In view of the good public schools in the town, there appears to be little need for this school.

Date of visit: March, 1914.

PULASKI COUNTY—LITTLE ROCK.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: E. A. Mitchell.

An elementary day school taught in a Presbyterian Church by the pastor and his two daughters. Enrollment, 98. The Presbyterian Board of Missions pays the pastor; in addition about \$70 is collected in tuition.

Recommendation.—In view of the good public schools there appears to be no need of a school of this type in Little Rock.¹

Date of visit: March, 1914.

INDEPENDENT SCHOOLS.

Besides the schools described in the county summaries above, there are two small independent schools in Arkansas. The Dupree Academy in Dermott is an excellent small school, but on account of the other private and public schools of the town its field is very limited. The Canfield Normal and Industrial Institute is of little educational value.

CHICOT COUNTY—DERMOTT.

DUPREE ACADEMY.

Principal: Mrs. Eliza Robinzine.

An elementary school owned and taught by the principal. The work covers the first seven grades and is well planned and thorough. Of the 70 pupils enrolled 60 were in attendance on the day of visit. The income, amounting to approximately \$450, is from tuition. The plant, estimated value \$2,600, consists of an acre of land, a two-story frame building, and equipment valued at \$100. The building is clean and in good repair. An indebtedness of \$500 is balance due on the building.

Recommendation.—That the principal endeavor to have this school combine with the public school.

Date of visit: March, 1914.

LAFAYETTE COUNTY—CANFIELD.

CANFIELD NORMAL AND INDUSTRIAL SCHOOL.

President: B. T. Crawford.

A disorderly elementary school with 10 pupils. The term is eight months. The school is owned by an independent board of trustees. The income amounted to approximately \$650, of which \$575 was from donations and \$75 from tuition. Practically all of this amount was spent as salaries for the principal and his wife. The principal allows his wife \$15 per month for "care of boarding department"; there were no boarders at the time of visit, however. In addition \$875 was raised and applied to the debt on the building. A public appropriation of \$500 was made to the school in 1912-13, but was not continued. The plant, estimated value \$1,100, consists of 40 acres of land, a rough, poorly constructed frame building, and equipment valued at \$100.

Recommendation.—In view of the condition and management of this school, it can not be recommended as worthy of aid.

Date of visit: March, 1914.

¹ See p. 136.

V. DELAWARE.

SCHOOL FACILITIES IN THE STATE.

There are 31,181 Negroes in Delaware, forming 15.4 per cent of the total population. They constitute 23 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 12.7 per cent between 1900 and 1910. As farmers renting and owning land they have charge of 56,973 acres. While the United States Census indicates hopeful progress in the decrease of illiteracy and the improvement of health conditions, illiterates are still 25.6 per cent of the colored population over 10 years of age and 6.3 per cent of children 10 to 14 years of age, and the death rate is high. In view of these facts, it is important to note the following summary of the public school facilities and educational needs of Delaware as they are shown in the United States Census and in reports made to the State department of public instruction.

	White.	Negro.
Population, 1910.....	171,102	31,181
Children 6 to 14 years of age, 1910.....	28,314	6,172
Teachers' salaries in public schools, 1909-10.....	¹ \$357,071	¹ \$47,415
Teachers' salaries per child 6 to 14.....	\$12.61	\$7.68
Percentage illiterate, 1910.....	5.0	25.6
Percentage living in rural communities, 1910.....	49.8	64.2

Public appropriations.—The public school teachers of Delaware received \$404,486 in salaries in 1909-10. Of this sum, \$357,071 was for the teachers of 28,314 white children, and \$47,415 was for the teachers of 6,172 colored children. On a per capita basis this is \$12.61 for each white child and \$7.68 for each colored child. The per capita figure for the State is increased by the relatively large amount of money spent in New Castle County, including the city of Wilmington. The per capita for the other two counties is \$9.87 for white children and \$4.13 for colored children. Map 6 presents these per capita figures for each of the three counties in the State. In addition the State appropriates \$12,000 for whites and \$3,000 for Negroes to supplement the appropriations of the Federal Government for maintaining one school for each race.

Private schools.—Private aid in this State is limited to the support of three schools and one orphanage. The St. Joseph Industrial School is the only institution worthy to be considered an important part of the educational system of the State. This school and the State institution are shown on Map 7. The small independent school and the two orphanages are discussed with the less important special institutions of the State.

Attendance.—The United States Census reported 6,172 colored children 6 to 14 years of age in Delaware, of whom 4,689, or 76 per cent, were attending school. According to the report of the State board of education the school term is seven months and many of the buildings are in poor repair. All obtainable evidence indicates that there is practically no effort on the part of the rural schools to adapt their work to the needs of the communities. Many of the teachers are poorly prepared and the supervision is

¹ Reports since 1909-10 do not show salaries separately for white and colored teachers.

entirely inadequate. The Howard High School at Wilmington is the only colored four-year secondary school in the State. The so-called "State College for Colored Youth,"

largely maintained by Federal funds, also offers secondary courses. Industrial courses and teacher training for colored people are limited to the work of these two institutions. Though the colored population of the State is 64.2 per cent rural, there is practically no training in agriculture. The "State College," largely maintained for this purpose, has failed to make educational use of its large farm.

SUMMARY OF EDUCATIONAL NEEDS

1. The strengthening and extension of the elementary school system. The only agencies able to meet this need are the State, the county, and the local public-school districts.

2. The increase of teacher-training facilities. The State school should direct its energies toward teacher training. At least one school doing secondary and teacher-training work should be developed as a part of the public-school system of each county.

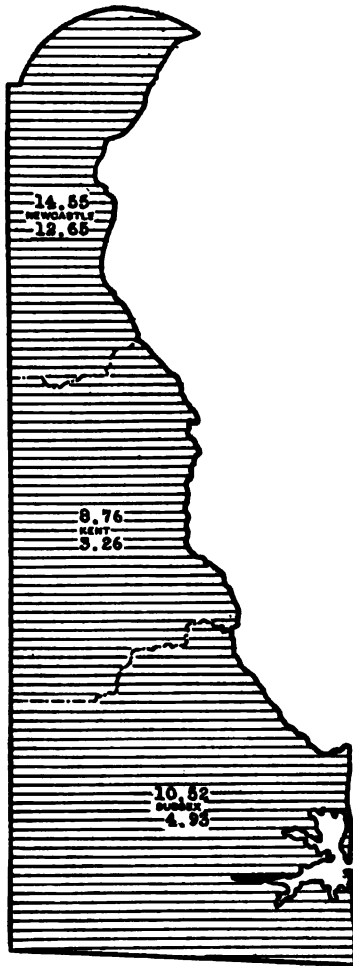
3. More provision for instruction in gardening, household arts, and simple industries. In addition to supplying more trained teachers, central schools developed as a part of the public-school system should provide instruction in gardening, household arts, and industries. In introducing this work the counties should avail themselves of the possibilities of the Jeanes Fund industrial supervisors.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools for Negroes in Delaware are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of individual schools. The counties are arranged in alphabetical order.

MAP 6.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN DELAWARE ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates that all three counties fall in the group "10 to 25 per cent Negro in the population."



KENT COUNTY.

	White.	Negro.
Population, 1910.....	25, 152	7, 561
Children 6 to 14 years of age, 1910.....	4, 368	1, 731
Teachers' salaries in public schools, 1909-10..	\$38, 268	\$5, 652
Teachers' salaries per child 6 to 14 in county.	\$8. 76	\$3. 26
Percentage illiterate, 1910.....	4. 2	28. 4

The rural population is 85 per cent of the total. The attendance, according to the census of 1910, is 3,472 white pupils and 1,265 colored pupils.

The statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The State institution at Dover is under obligation to give instruction in agriculture and industry. Its course of study should also provide training for teachers and leaders for the rural sections of the State.

DOVER.

STATE COLLEGE FOR COLORED YOUTH.

President: William C. Jason.

A poorly managed school of secondary grade, lax in entrance requirements and scholarship standards. The industrial work is inadequate.

The school is owned by the State, but its support mainly comes from the Federal funds for agricultural and mechanical education. It was established in 1892 by the General Assembly of the State of Delaware. Control is vested in a board of trustees, consisting of six white men and the president of the institution.

Attendance.—Total, 71; all secondary; male 39, female 32; boarders, 51. The reported enrollment for the year was 83.

Teachers.—Total, 8; all colored; male 6, female 2. The teachers spend the forenoon in the classroom and the afternoon in industrial work.

Organization.—Secondary:¹ The school claims four 4-year courses of secondary work—academic, agricultural, mechanic arts, and domestic science. The necessary teaching force equipment, and students for this program are not available, however. The one course offered includes the usual secondary subjects with four years of Latin, which practically all the pupils take. Because of the lax entrance requirements many of the pupils are unable to do the work outlined. Pupils in a number of departments were working without adequate direction.

Industrial: The boys do some work in wood, iron, and printing. The girls spend some time in sewing, cooking, and laundering. While all industrial classes are scheduled for 15 hours a week, in practice the time varies from 5 to 15 hours.

Agriculture: One teacher gives both classroom and practical work in agriculture. Only three pupils are reported in "farm practice." The school has a good farm of 90 acres, with valuable agricultural equipment, but little educational use is made of it.



MAP 7.—PRIVATE SCHOOLS FOR NEGROES IN DELAWARE.

The circles show the location and the annual income of the more important schools. For percentage of Negroes in the population see Map 6.

¹ Since date of visit the school has added a preparatory class of about 15 pupils doing advanced elementary work.

Financial, 1913-14.—The president keeps the books of the school, and makes a monthly report to the treasurer. There is no adequate system of accounts. Figures for the year were:

Income, excluding noneducational receipts.....	\$13, 159
Expenditures, less noneducational receipts.....	14, 902
Value of plant.....	42, 150

Sources of income: Federal Government, \$10,000; State, \$3,000; tuition and fees, \$159. The noneducational receipts amounted to \$7,449, of which \$6,716 was from the boarding department, \$653 from the farm, and \$80 from the industrial department.

Items of expenditure: Salaries, \$8,544; boarding department, \$4,659; farm, \$1,690; domestic science department, \$1,225; industrial department, \$591; president's traveling expenses, \$874; miscellaneous, \$4,769.

Plant.—Land: Estimated value, \$10,000. The property comprises about 100 acres of land 2 miles north of Dover, with 90 acres under cultivation. The school campus, comprising most of the remaining land, is bare, and little or no effort has been made to beautify it.

Buildings: Estimated value, \$28,000. The main building, an old farm mansion of imported brick, contains the dining room, kitchen, and 22 sleeping rooms. The girls' dormitory, also a brick building, contains the library, reception room, and 22 sleeping rooms. The boys' dormitory is a frame structure of 15 rooms. Other buildings include a chapel, a frame cottage for the president, consisting of eight rooms and an office, a two-story frame workshop, and six farm buildings of various sizes. The rooms in the boys' dormitory were dirty.

Movable equipment: Estimated value, \$4,150. Furniture, \$1,000; shop equipment, \$600; farm equipment and live stock, \$2,500; library, \$50.

Recommendations.—1. That more competent management be provided.

2. That the school be made genuinely agricultural and mechanical in accordance with the provisions of the Federal appropriation.

3. That an adequate bookkeeping system be installed and the books audited annually by an accredited accountant.

Dates of visits: October, 1914; May, 1915. Facts verified, 1916.

NEWCASTLE COUNTY:

	White.	Negro.
Population, 1910.....	107, 477	15, 682
Children, 6 to 14 years of age, 1910.....	16, 577	2, 572
Teachers' salaries in public schools, 1909-10.....	\$241, 226. 00	\$32, 547. 00
Teachers' salaries per child 6 to 14 in county.....	\$14. 55	\$12. 65
Percentage illiterate, 1910.....	4. 5	22. 4

The rural population is 26.3 per cent of the total. The average attendance, according to the census of 1910, is 14,057 white pupils and 2,041 colored pupils. A fairly good city high school is maintained in Wilmington. The "High Educational College of Glory" and one of the orphanages are maintained for the financial profit of their principals and their work is of little value. The other orphanage is maintained by the Roman Catholic Church. All three institutions are described at the end of the chapter.

CLAYTON.

ST. JOSEPH'S INDUSTRIAL SCHOOL.

Rector: John O'Connell.¹

An elementary school with good agricultural and industrial equipment. The school was founded in 1895 by Rev. John A. de Ruyter, a Catholic priest, and is owned and supported by Mother Catherine Drexel.

Attendance.—Total, 80; all below the sixth grade.

Teachers.—Total, 18; white 15, colored 3; male 14, female 4; grades 2, boys' industries 5, girls' industries 4, agriculture 2, other workers 5.

Financial, 1913-14.—The income amounted to approximately \$23,000, all of which was from donations and tuition. In addition about \$5,400 was received from the farm and dairy. Of the total received about \$15,000 was expended for salaries and \$10,000 for running expenses.

Plant.—Estimated value, \$75,000. The plant consists of 393 acres of land valued at \$25,000, 10 frame buildings valued at \$36,000, and equipment and furniture valued at \$9,000. A large part of the land is cultivated with student labor. The buildings are in good condition.

Recommendation.—That the school authorities endeavor to raise the grade of work and increase the attendance.

Date of visit: October, 1914.

WILMINGTON.

HOWARD HIGH SCHOOL.

Principal: Miss Edwina B. Kruse.

A city high school offering four years of secondary work with industrial training. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 60; male 16, female 44. The elementary enrollment was 425.

Teachers.—Secondary, 11; all colored; male 3, female 8. The three industrial teachers divide their time between the grades and the high school. There were 12 teachers for the elementary grades.

Organization.—Secondary: The work is arranged to correspond with that of the other high schools of the city. The teaching is good. Sewing and cooking are provided for girls and manual training for boys.

Plant.—Estimated value, \$33,800. The plant consists of a large frame building, fairly good furniture for classrooms, and limited industrial equipment.

Date of visit: October, 1914.

INDEPENDENT SCHOOLS.

The two small independent schools in Delaware, described below, are of doubtful management and unworthy to be considered as important parts of the educational system.

¹ White.

NEWCASTLE COUNTY—NEW CASTLE.

DELAWARE ORPHAN'S HOME AND INDUSTRIAL SCHOOL.

President: W. C. Ellis.

A badly managed private elementary school with a large farm maintained on a commercial basis. It is supported by general donations.

The school was founded in 1900 by W. C. Ellis and is controlled largely by him. Title to the property is vested in the "Delaware Orphan's Home and Industrial School, W. C. Ellis, president." There is a board of seven trustees who exercise practically no supervision over the work.

Attendance.—Total, 22; the enrollment claimed was 120. Some of the pupils are orphans and dependents. The few pupils present the day the school was visited were dirty and disorderly and were running about the place at will. The school was not in session.

Teachers and Workers.—Total, 4; all colored; male 3, female 1. Only one teacher gives any time to teaching. The principal spends most of his time soliciting funds; the other two workers devote most of their time to farm work that is of no instructional value.

Financial, 1913-14.—The president receives and disburses all money donated for the school. No records are kept. Only offhand statements were given. According to these statements the income of the school for the year 1913-14 was \$5,250, of which \$5,050 was from donations and \$200 from tuition and fees. Of the expenditures \$963 was for salaries and \$400 for supplies for the boarding department. The expenditure of other funds was not shown.

Plant.—Land: Estimated value, \$10,000. The land comprises 102 acres well adapted to farm purposes. A large part of the land is under cultivation.

Buildings: Estimated value, \$4,000. There is one brick building of 18 rooms besides two small structures and a barn. The buildings are poorly kept and in need of repair.

Movable equipment: Estimated value, \$2,600. Of this about \$400 was in furniture and \$2,200 in farm implements and live stock.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visit: October, 1914. Facts verified, 1915.

THE HIGH EDUCATIONAL COLLEGE OF GLORY.

President: Justus J. Evans.

An institution without pupils and of extremely doubtful management. The principal claims to have power to stop wars and crimes by an "all-wise system." Appeals for aid are sent out to the public and the principal spends all of his time soliciting funds. No statement of income or expenditures could be obtained. The plant consists of a large poorly constructed frame building in bad condition. There was an indebtedness of \$2,000 on the building.

Recommendation.—That all donations be withheld.

Date of visit: October, 1914.

SPECIAL INSTITUTIONS.

Besides the schools for colored people there is one special institution in the State, maintained by the Catholic church.

NEW CASTLE COUNTY—WILMINGTON.

ST. JOSEPH'S HOME FOR CATHOLIC COLORED ORPHAN BOYS.

Rector: Father John A. Glancy.¹

An orphanage for colored boys under 12 years of age. It was founded in 1890 and is owned and managed by the St. Joseph's Society for Colored Missions of Delaware.

Attendance.—Total, 65; all male; all in lower elementary grades.

Teachers and workers.—Total, 14; white 12, colored 2; male 2, female 12.

¹ White.

Organisation.—Besides the usual elementary work some manual training is provided. Boys are sent to St. Joseph's Industrial School upon reaching the age of 12.

Financial, 1913-14.—Practically no account of the financial operations could be obtained. The income of about \$10,000 was derived from donations to the order maintaining the institution.

Plant.—The plant, estimated value \$55,000, consists of a large city lot, a two-story brick building, and some furniture.

Recommendation.—That additional provision be made for manual training.

Date of visit: October, 1914.

VI. DISTRICT OF COLUMBIA.

SCHOOL FACILITIES IN THE DISTRICT.

There are 94,446 colored people in the District of Columbia, forming 28.5 per cent of the total population. Washington has the largest number of colored people of any city in the United States. While the census indicates that the illiterates formed 13.5 per cent of all colored people over 10 years of age in 1910, the effectiveness of the schools is shown by the fact that the illiterates were less than 1 per cent of the colored children 10 to 14 years of age. The death rate is, however, almost twice as high as that of white people. The principal facts concerning the public school facilities of the District of Columbia according to the United States Census and the District Board of Education are as follows:

	White.	Negro.
Population, 1910.....	236, 128	94, 446
Children 6 to 14 years of age, 1910.....	31, 781	12, 910
Teachers' salaries in public schools, 1913-14.....	\$1, 224, 545	\$544, 968
Teachers' salaries per child 6 to 14.....	\$38. 53	\$42. 21
Percentage illiterate, 1910.....	1. 5	13. 5

Public appropriations.—The public school teachers in the colored schools of the District receive \$544,968 for the education of 12,910 colored children. On a per capita basis this is \$42.21 for each child 6 to 14 years of age. This sum is relatively higher than that expended for teachers in any of the States having separate schools. The resulting effectiveness of the colored schools is reflected in the large attendance and the low percentage of illiteracy. The difference in the per capita expenditure in the schools of the District and in those of the Southern States is partly explained by the fact that the District public school system for colored people includes two high schools and a teacher-training school, while the public-school systems of the Southern States make but little provision for secondary and teacher-training work for colored people.

Private financial aid.—There are four schools receiving private aid in the District of Columbia. Howard University, owned by an incorporated board of trustees, receives about \$100,000 from Federal funds and \$70,000 from tuition, endowment, and other sources. The National Training School for Colored Girls is a Baptist institution which receives girls from many States. The other two institutions are small Catholic parish schools.

PRIVATE AND HIGHER SCHOOLS.

ARMSTRONG MANUAL TRAINING SCHOOL.

Principal: Arthur C. Newman.¹

A public high school doing four years of secondary industrial work. A well-equipped plant and good teaching force are provided.

Attendance.—Total, 529; all secondary; male 180, female 349.

¹Appointed since date of visit.

Teachers and workers.—Total 33; all colored; male 19, female 14. There are also two teachers of physical training and two of music who give part of their time to the Dunbar High School.

Organization.—The academic and industrial subjects of the four-year course are arranged on a liberal elective system. English is required in the first three years and is elective with civics and economics in the fourth year. Mathematics and free-hand drawing are required in the first two years. All other subjects are elective. The industrial work includes domestic science, dressmaking, tailoring, millinery, woodworking, wood turning, pattern making, forge work, machine shop, automobile repairing, art metal work, and mechanical drawing. About a fourth of the pupils' time is given to industrial courses.

Plant.—Estimated value, \$240,000. The plant consists of a large city lot, a three-story brick building, and equipment valued at \$12,500.

Date of visit: June, 1916.

DUNBAR HIGH SCHOOL.

Principal: G. C. Wilkinson.¹

A public high school offering four years of secondary work. The teaching force and equipment are good, but the plant is inadequate.²

Attendance.—Total, 731; all secondary; male 249, female 482.

Teachers and workers.—Total, 48; all colored; male 25, female 23. There are also two teachers of music and two of physical training who give part of their time to the Armstrong High School.

Organization.—The regular four-year high-school course is offered with a liberal system of electives. The following program indicates the number of classes in each of the major subjects: English, 34 classes; mathematics, 25; Latin, 21; elementary science, 25; history, 21; modern languages, 16. The absence of classes in civics, economics, physiology, or sociology is striking. The chief emphasis is placed upon preparation for the professions, as indicated by the following report of the future careers of the graduates of 1915: Teacher-training, 37; entering college, 32; entering legal, dental, medical, or theological schools, 17; entering engineering school, 4.

Business department.—The business department of the school, with 6 teachers and 137 pupils, is located at the Phelps School and conducted separately.

Plant.—The old plant was abandoned in September, 1916. The new plant, estimated value \$500,000, includes half a city block and a modern three-story brick building.

Date of visit: June, 1916.

MYRTILLA MINER NORMAL SCHOOL.

Principal: Miss Lucy E. Moten.

A public teacher-training school offering two years of work above the high school. The methods and equipment are thoroughly modern.

Attendance.—Total, 115; all above the secondary grade; male 2, female 113.

¹ Appointed since date of visit.

² A new building has been erected.

Teachers and workers.—Total, 15; all colored; male 4, female 11; academic 8, critic teachers 4, principal, clerk, janitor, and 4 laborers.

Organization.—The equivalent of graduation from one of the four-year high schools of the District of Columbia is required for entrance. A choice of 4 two-year courses is offered, but the large majority of the pupils are enrolled in the regular "primary grade" course. The other courses are for the preparation of teachers of domestic art, domestic science, and kindergarten. A year and a half is devoted to theory and observation, and a half year to practice teaching, in each course.

The "primary grade" course embraces the following subjects: English, $1\frac{1}{4}$ years; history of education, $\frac{1}{2}$; psychology, $\frac{1}{2}$; biology, $\frac{1}{2}$; household arts, $\frac{1}{2}$; hygiene, $\frac{1}{4}$; physical education, $\frac{1}{2}$; music, $\frac{1}{2}$; drawing, $\frac{1}{2}$; school management, $\frac{1}{4}$; principles of teaching, $\frac{1}{4}$; nature study, $\frac{1}{4}$; child study, $\frac{1}{4}$; and methods of teaching special subjects, $1\frac{3}{4}$. With the exception of the methods of teaching special subjects, the other three courses are practically the same as those of the primary grade course.

The practice school is composed of children in the first four elementary grades. These grades are divided into two sections and constitute eight practice divisions. In addition 37 other classes or sections in the city schools are selected and pupils from the normal school sent out to teach in them. The practice work is supervised by the critic teachers and the special methods by the theory teachers.

Plant.—The plant, estimated value, \$244,753, consists of a large lot, a new, modern, brick building, and equipment for classrooms, office, laboratories, and gymnasium. The equipment is valued at \$20,000.

Date of visit: May, 1916.

HOWARD UNIVERSITY.

President: Stephen M. Newman.¹

An institution of college grade with several professional and secondary departments. In variety and quality of professional training and in number of college students Howard stands first among educational institutions for colored people. About half of the current income is provided by an appropriation from the United States Government and its work is National in scope and influence.

The university was founded in 1867 by an act of Congress. Gen. O. O. Howard, who was very active in the Freedmen's Bureau, served as first president. It is controlled by a self-perpetuating board of trustees of white and colored men. The Federal appropriation is administered through the Department of Interior. The theological department is undenominational and is maintained through endowment funds, donations, and an appropriation from the American Missionary Association.

Attendance.—Total, 1,401; male, 1,082, female, 319; secondary, including commercial, 373; college, including arts and sciences, teacher-training and engineering, 534; Music, 27; theological, 73; medical, 288; law, 106. There were also 14 special students in music and 37 night students in theological courses.

Teachers and workers.—Total, 106; white 33, colored 73; male 77, female 29; secondary 10, college of arts and sciences 21, teachers' college 8, manual arts 7, commer-

¹ White.

cial 6, music 5, theology 4, law 8, medical 9, library workers 4, executive officers 5, clerks and bookkeepers 11, other employees 8. There were also 32 part-time teachers in the medical school, 7 part-time teachers in other departments, and 16 laborers, including janitors and firemen in the various departments.

Organization.—The university organization includes nine divisions: (1) secondary, (2) arts and sciences, (3) teacher-training, (4) manual arts and engineering, (5) commercial, (6) music, (7) theology, (8) law, and (9) medicine, including dentistry and pharmacy. The first seven divisions occupy the main buildings and there is close administrative relationship between them; many of the students elect subjects in more than one division and all unite regularly in the general activities of the university. The medical and law divisions which occupy separate plants, and the theological division, are administered by the university as separate units.

Secondary: Secondary work is done in the "Academy," or preparatory department. Four 4-year courses are offered: Classical, scientific, domestic science, and domestic art. The classical and scientific courses are very similar. The subjects required in both are: Latin, 1½ years; mathematics, 1½; English, 3½; history, 1½; elementary science, 1½, and manual training, 1½. The classical course adds a year and a half of Latin, a year and a half of Greek, and a year of mathematics or German. The scientific course adds a half year of history and one year each of chemistry, biology, and mathematics or psychology. All the pupils in the academy are required to take 4 periods a week in manual arts during the first two years of their course. Vocational courses in domestic science and domestic art, outlined in the catalogue, were not elected by any pupils and are therefore to be discontinued.

Applicants for admission to the academy must have completed eight elementary grades or pass an entrance examination. The attendance was 293, of whom 220 were male and 73 female. There are 10 teachers, 2 white and 8 colored; 6 were men and 4 women.

Arts and sciences: Courses leading to the degrees of A. B. and S. B. are offered, with a wide range of subjects. The A. B. course is arranged so that considerable time must be spent on ancient and modern languages. The S. B. course requires one foreign language. Good courses in physical sciences are offered. The provision for history and social sciences is inadequate. Combination courses are offered in connection with the professional departments, so that a saving of one year may be effected by those preparing for the professions.

Applicants for admission to the arts and science courses must have completed 15 units of secondary work, and some of the units must be in two foreign languages. The attendance in 1915 was 323, of whom 255 were male and 68 female. There are 21 teachers, 4 white and 17 colored; 20 men and 1 woman. There are also two part-time teachers.

Teachers' college: The diploma course for teachers consists of two years of college work in the study of elementary or kindergarten education. The course leading to the degree of A. B. in education requires four years of college work. The first two years consist largely of the usual college subjects, taught with special regard for teaching methods. In the last two years each student is expected to specialize in the teaching of such subjects as psychology, English, history, mathematics, and sciences. The

professional work includes principles of education, school administration, history of education, observation and practice teaching, psychology, and the sociological bases of education. The work is well done, and effort is made to adapt the courses to the future needs of the student. The entrance requirements are the same as those for the A. B. and S. B. courses. The attendance was 199, of whom 75 were male and 124 female. The teachers are 8 in number, of whom 2 are white and 6 colored; 7 male and 1 female.

Manual arts and applied science: The work in manual arts includes courses in manual training, home economics, and engineering. Most of the courses are correlated with those of the Academy and Teachers' College. Engineering courses have been arranged jointly with the college department of the university. Only 12 students have elected this higher work, however. The number of students receiving some instruction in manual training was 220, and in home economics 73. There are 7 teachers, 3 white and 4 colored; 4 are men and 3 women.

Commercial college: The commercial college offers a four-year course of secondary grade. The course includes stenography, typewriting, bookkeeping, commercial law, business organization, history, English, political economy, commercial geography, and arithmetic. Applicants for admission are required to have only an elementary school education. The attendance was 80, of whom 57 were male and 23 female. There are 6 teachers, 2 white and 4 colored; 3 are men and 3 women.

Conservatory of music: Pupils of all grades are admitted to the conservatory of music. During 1914-15 there were 41 pupils who received instruction in one or more of the courses. Fourteen were local students, who took a few music lessons each week, while 27 were taking the regular work leading to a diploma. There are 5 teachers, 1 white and 4 colored; 2 are men and 3 women.

School of theology: Two three-year courses are offered, the "English" course, without foreign languages, and the "classical" course, requiring Hebrew and Greek. The courses include the usual theological subjects, with some provision for social science and the psychology of religion.

Applicants for admission to the diploma or "English" course are required to "bring certificates of graduation from reputable high schools or to pass a satisfactory entrance examination." The degree or "classical" course is open only to college graduates. Those who lack these requirements are admitted as unclassified students.

The attendance was 73, all men. There are 4 teachers, of whom 3 are white and 1 colored; all are men.

While the school of theology is located in the main buildings, in its financial support and administration it is distinct from the other divisions. The income amounted to \$5,338, of which \$2,000 was from the American Missionary Association, \$1,842 from endowment funds, \$1,039 from donations, and \$477 from tuition.

School of Law: The law school occupies its own building, a three-story structure, located near the District courthouse. Applicants for admission must be graduates of a recognized high school or college. The regular course for the degree of LL. B. covers a period of three years.

The attendance was 106, of whom 104 were male and 2 female. There were 8 teachers, 5 white and 3 colored; all are men.

The income of the department amounted to \$9,431, of which \$4,811 was from tuition and fees and \$4,620 from Government appropriations.

School of Medicine (including Medical, Dental, and Pharmaceutical Colleges): The plant, consisting of a large brick building and one frame structure, is located near the well-equipped Government hospital, which furnishes clinical facilities for the medical school. Whenever possible, funds have been expended for laboratory facilities rather than buildings, with the result that the laboratories are far superior to the external plant.

The income of the department for 1913-14 was \$35,295 and the expenditures \$38,016. Of the income \$27,318 was from tuition, \$7,000 from Government appropriations, \$860 from endowment funds, and \$117 from other sources.

The teaching staff of the School of Medicine numbers 41, all male; full-time 9, part-time 32; white 22, colored 19. Seven of the part-time teachers receive no compensation. There are 7 full-time teachers in the medical division, 1 in dentistry, and 1 in pharmacy.

The Medical College requires for admission graduation from an approved high school and two years of college work, including physics, chemistry, and biology, together with a reading knowledge of French or German. The regular course for the degree of M. D. covers a period of four years. The attendance was 100, all male.

The Dental College requires for admission graduation from an accredited high school. The degree of D. D. S. is granted upon the satisfactory completion of the three-year course. The attendance was 116, all male.

The Pharmaceutical College requires for admission four years of high-school work including one year of Latin. Three years are required for graduation. The attendance was 65, of whom 59 were male and 6 female.

Financial, 1913-14.—All funds except those derived from Government appropriations are disbursed through the treasurer of the institution. Excellent financial records of the institution are kept in the treasurer's office in accordance with an approved system of accounting and the books are audited annually by chartered accountants. According to the report of the treasurer for the year the more important items were:

Income, excluding noneducational receipts.....	\$172, 257
Expenditures, less noneducational receipts.....	174, 337
Indebtedness.....	35, 498
Value of property.....	1, 756, 920

Sources of income: Federal appropriations, \$101,000; tuition and fees, \$51,983; income from endowment, \$13,559; donations, \$3,694; rents, \$500; interest, \$356; other sources, \$1,165. The noneducational receipts amounted to \$28,873, of which \$16,684 was from the boarding department, \$7,343 from dormitories, \$4,434 from athletics, \$384 from bookstore, and \$28 from gymnasium.

Items of expenditure: Salaries, \$125,792; educational and laboratory supplies and expenses, \$20,726; supplies and expenses of dining hall and dormitories, \$20,427; repairs and additions to buildings, \$10,566; equipment, \$8,952; athletics, \$4,416; care and improvement of grounds, \$3,222; scholarships and gratuities to students, \$2,119; heat, light, and power, \$1,748; "publication expenses," \$978; printing and stationery,

\$836; telephone and telegraph, \$522; bookstore, \$469; advertising, \$447; insurance, \$291; traveling expenses, \$273; postage, \$235; other expenses, \$1,191.

Indebtedness: The indebtedness on June 30, 1914, amounted to \$35,498, of which \$26,500 was in mortgages on productive real estate,¹ \$4,542 was in accounts payable, \$4,000 in notes payable, and \$456 in student credit balances.

School property: The property consists of \$1,302,326 in the plant, \$177,739 in productive real estate, \$152,296 in investment securities, \$105,436 in unproductive land, and \$19,123 in cash on hand, accounts receivable, supplies, and other current assets.

Plant.—**Land:** Estimated value, \$615,692. The main campus comprises 20 acres on a high elevation in the northwest section of the city. The medical school site, which comprises about 4 acres, is near the main campus. The law school owns a valuable lot near the city hall in the business section of the city.

Buildings: Estimated value, \$550,867. All the buildings are of brick except the dental school building and the residences of four professors. The principal buildings on the campus are: The main building, four stories high, valued at \$140,000, containing academic classrooms and secretary's and treasurer's offices; Thirkield Science Hall, three stories, valued at \$83,000, containing chemical, physical, and biological laboratories and auditorium; Clark Hall, a four story building valued at \$54,152, the dormitory for young men; Miner Hall, four stories high and valued at \$50,000, the dormitory for young women; Carnegie library, two stories with basement, valued at \$49,589; the Manual Arts Building, three stories high, valued at \$23,000, containing engineering laboratories and wood-working shops; the chapel, valued at \$22,000, used for daily devotions, church services, and lectures; Spaulding Hall, a two story house, valued at \$10,000, used for domestic science; and King Hall, two stories high, valued at \$1,626, used for boys' dormitory. Other buildings on the grounds include the president's house, valued at \$20,500, and the cottages of four professors, valued at \$14,000. The medical building is a large four-story structure, valued at \$70,000. The dental building is a two-story frame structure, valued at \$5,000. The law-school building is a three-story and basement structure, valued at \$8,000.

The main building, the medical building, and the two dormitories are old, poorly planned structures. Most of the other buildings are comparatively new and modern. The buildings are well kept and in good repair.

Movable equipment: Estimated value, \$135,767. Of this \$34,774 was in medical laboratories, \$32,700 in the general library, \$22,912 in manual arts and applied science equipment, \$11,457 in college and academy laboratories, \$9,233 in academic equipment, \$8,000 in the law library, \$4,722 in dormitory furniture and equipment, \$3,136 in equipment for the music department, \$2,100 in medical classroom furniture, \$500 in law classroom furniture, and \$6,250 in other equipment.

Recommendations.—1. That the general administration be strengthened by the provision of additional help for the president, in order to develop proper correlation between the departments and increase the supervision of students.

2. That the organization of the instruction be simplified and as soon as practicable admission be limited to graduates of recognized secondary schools.

¹ The mortgages on real estate have been paid since date of report.

3. That in the entrance requirements to college courses recognition be given to such important subjects as social studies, teacher-training, scientific agriculture, manual arts, and household economics.

4. That teacher training receive increasing emphasis in the plans of the University.

5. That courses in history and social science be strengthened and provision made for the study and observation of rural and urban conditions of colored people.

6. That provision be made for presenting the theory and practice of gardening in the preparation for teachers.

7. That more provision be made for the administrative management of the medical and law schools.

8. That increased funds be obtained for the medical school so that the standards of teaching may be maintained.

Dates of visits: January and May, 1915.

NATIONAL TRAINING SCHOOL FOR WOMEN AND GIRLS.

Principal: Miss Nannie E. Burroughs.

A well-managed girls' school of elementary and secondary grade devoted to training for home life and social service. All the pupils live at the school.

The school was founded in 1907 by the Women's Auxiliary of the National Convention of Colored Baptist Churches. It is owned and controlled by a self-perpetuating board of 50 trustees.

Attendance.—Total, 71; all girls; elementary 42, secondary 29. The reported enrollment for the year was 105.

Teachers and workers.—Total, 11; white 2, colored 9; all female.

Organization.—Pupils attend classes three days a week and do industrial work two days.

Elementary: The elementary work is done in the "primary" and "preparatory" divisions and covers the four upper grades.

Secondary: The secondary work is done in the four-year normal course. Some of the subjects of the course are elementary. The course is arranged with but little regard for formal class standards. English is emphasized and special provision made for commercial work and missionary training. A social settlement is maintained in the city of Washington to provide practical work for the missionary training students.

Industrial: The courses are practical and the equipment simple. Pupils are permitted to specialize in printing, laundering, or household arts. The work of the boarding department and dormitories is made to contribute to the training for home life. The model home on the campus furnishes practical experience in housekeeping in connection with the domestic science course. Considerable attention is given to instruction in gardening.

Financial, 1914-15.—The financial records are carefully kept and the business management is excellent. The more important items for the year were:

Income, excluding noneducational receipts.....	\$8,981
Expenditures, less noneducational receipts.....	8,311
Indebtedness.....	6,500
Value of plant.....	42,500

Sources of income: General donations, \$4,996; tuition and fees, \$3,000; special gifts, \$724; other sources, \$261. The noneducational receipts amounted to \$7,032, of which \$6,424 was from the boarding department and \$608 from productive departments of the school.

Items of expenditure: Salaries, \$4,505; boarding department, \$2,505; repairs and additions to buildings, \$1,777; equipment and furniture, \$1,427; heat and lights, \$1,005; notes and interest, \$955; social settlement work, \$794; expenses of garden yard, and stable, \$520; printing, \$512; stationery, books, and supplies, \$315; postage and office supplies, \$244; traveling expenses, \$242; field and poultry yard, \$238; sewing department, \$107; other expenses, \$197.

Indebtedness: The indebtedness of \$6,500 represents the balance due on buildings.

Plant.—Land: Estimated value, \$9,000. The school owns six acres of land in the suburbs of Washington. A part of the land is used for teaching school gardening and the other for campus.

Buildings: Estimated value, \$30,000. There are four neat frame buildings, a barn, and several smaller structures. The buildings are clean and the premises are well kept.

Movable equipment: Estimated value, \$3,500. Of this, \$2,000 is in furniture and \$1,500 in industrial equipment.

Recommendations.—1. That the Baptist conventions combine in an effort to increase the support and attendance of this school.

2. That more adequate provision be made for teacher-training and theory and practice of gardening.

Date of visit: May, 1915.

CATHOLIC PARISH SCHOOLS.

There are two Catholic parish schools in Washington taught by colored Sisters of Providence. The principal facts reported concerning them are as follows:

School.	Pupils.	Teachers.	Income.
St. Augustine's School	150	6	\$1,500
St. Cyprian's	360	5	1,332

SPECIAL INSTITUTIONS.

Besides the schools already described, there are seven special educational institutions for the colored race in the District of Columbia. These include five institutions for the care of children, the Freedmen's Hospital, and an industrial school with an employment bureau. The institutions for the care of children are under the supervision of the District of Columbia Board of Charities, and are maintained by appropriations from Congress. The courts of the District of Columbia and the Federal courts commit delinquents, incorrigibles, and orphans to these institutions. Unfortunately, adequate provision is not made for separating the feeble-minded children from the others. It is possible in the case of white children for the District of Columbia to arrange with State institutions to care for the feeble-minded. These institutions, however, do not take feeble-minded colored children and no special institution is maintained in the District for them. Consequently all of the institutions are hampered in the work of relief and reformation by the presence of feeble-minded children among the inmates.

FREEDMEN'S HOSPITAL NURSE TRAINING SCHOOL.

Superintendent of Nurses: Laura R. MacHale.

A nurse-training school operated as a part of Freedmen's Hospital and Howard University Medical School. The hospital is one of the most modern and well-equipped hospitals in the country admitting Negroes. Most of its patients are admitted without charge. The hospital and school are maintained by appropriations from Congress administered by the Department of the Interior.

Attendance.—Nurses in training, 48; graduate nurses, 6.

Staff.—Total, 11. In addition, three members of the Howard University medical faculty instruct the nurses.

Organization.—The nurse-training course requires three years for graduation.

Financial, 1914.—The income of \$102,605 for the maintenance of the hospital and school was appropriated by Congress as follows: For support, \$28,000; for salaries, \$32,640; for special repairs, \$6,000; appropriation by District of Columbia under contract with the Board of Charities, \$34,965. In addition, \$5,750 was received from pay patients.

Plant.—The plant consists of a large city lot and a modern, well-lighted brick building, with excellent equipment.

HOME OF THE NATIONAL ASSOCIATION FOR DESTITUTE COLORED WOMEN AND CHILDREN.

Superintendent: Mrs. Eva Hood Smith.

An orphan home maintained by an incorporated association. Though it was incorporated in 1864 as an orphan home, it is used by the Board of Children's Guardians and the Board of Charities of the District of Columbia as a home for orphans, incorrigibles, and in some cases delinquents. Children are committed by the courts of the District and assigned to the home by the Board of Children's Guardians. The Board of Education conducts a public school in the building for the inmates.

Attendance.—Total, 82; about two-thirds of the pupils are boys.

Workers.—Total, 14; all colored. The principal and one of the teachers of the public school are paid by the Board of Education.

Organization.—The charter allows the institution to receive children from 3 to 18 years of age. The majority of the children are 12, 13, and 14. A kindergarten and seven grades are taught in the school. Sewing is also taught.

Financial, 1914.—The income is derived chiefly from the appropriation of \$9,900 from Congress and \$1,125 from endowment. Small amounts are derived from the board of pay children and from donations. Of the expenditure \$3,706 was for salaries, about \$1,000 for fuel and light, and the remainder for clothing and supplies.

Plant.—The plant consists of a large city lot and a well-lighted brick building. Adequate play space is provided, but play apparatus is needed.

INDUSTRIAL HOME SCHOOL FOR COLORED CHILDREN.

Superintendent: Leon L. Perry.

A home school for dependent colored boys. The institution is organized on the cottage plan and is conducted in accordance with modern ideas of treatment of juvenile delinquents.

The school is owned and managed by the Commissioners of the District of Columbia.

Attendance.—Total, 93; all colored boys.

Teachers and workers.—Total, 18; all colored; male 6, female 12; superintendent 1, matron 1, teachers 2, industrial teachers 3, farmer 1, caretakers 5, others 5.

Organization.—Dependent children are sent to the institution by the Board of Children's Guardians. Two teachers handle the classroom work and all boys receive instruction. Some of the boys are allowed to attend the regular city schools. The industrial work consists of manual training, blacksmithing, and the mending of clothes. Boys also do the work on the farm and in the dairy.

Financial, 1914-15.—The income of \$22,897 was derived from an appropriation by Congress to the District Commissioners for the institution. Of this sum \$7,440 was expended for salaries, \$9,000 for maintenance, and the balance for equipment and other purposes.

NATIONAL TRAINING SCHOOL FOR GIRLS.

Superintendent: Mrs. Jennie A. Griffith.¹

A school for delinquent girls. In its reorganization the modern policies for caring for juvenile delinquents are being adopted.

The institution is governed by a board of trustees under the direction of the Attorney General of the United States.

Attendance.—Total 79; all female; practically all the pupils are colored. There are also about 70 girls who are on parole under the care of the institution.

Teachers and workers.—Total 20; white 16, colored 4; male 5, female 15; superintendent 1, matron 1, parole officer 1, classroom teachers 3, industrial teachers 6, others 8.

Organization.—Girls are committed to the institution by the Federal courts and by the Juvenile and Supreme Courts of the District of Columbia. They are paroled by the board of trustees on recommendation of the superintendent. One officer has charge of the girls who are on parole under care of the institution. The girls in the institution have classroom work for half a day and industrial work for half a day. The industrial work consists of laundering, cooking, sewing, and agriculture. The recreational facilities are being increased. The organization is hampered by the necessity of caring for feeble-minded girls who can not be committed to any other institutions.

Financial, 1914-15.—The income of \$24,720 is derived from an appropriation by Congress. Of this amount, \$10,672 was expended for salaries and \$13,460 for maintenance.

Plant.—The plant consists of 19 acres of land, excellently located, three brick buildings, two of which are old, and furniture for classrooms and dormitories.

NATIONAL TRAINING SCHOOL FOR BOYS.

Superintendent: G. A. Stirling.¹

A reform school for boys organized on the cottage system. The force of workers and the equipment are ample.

The institution is controlled by a board of trustees under the direction of the Attorney General of the United States.

Attendance.—Total 381; all male. About two-thirds of the boys are colored. In addition, about 160 boys are on parole under the care of the institution.

Teachers and workers.—Total 63; all white; superintendent, assistant superintendent, clerks 3, classroom teachers and assistants 14, industrial teachers and assistants 5, parole officer 1, matrons 6, others 28.

Organization.—Boys between the ages of 14 and 21 are committed to the institution by the Federal courts and the Juvenile and Supreme Courts of the District of Columbia. They are paroled by the trustees on recommendation of the superintendent. A half day is spent in school work and a half day in industrial work. The institution does excellent agricultural work with student labor.

Financial, 1914-15.—The income of \$128,065 was derived from appropriations from Congress directly to the institution and through the District of Columbia. Of this sum, \$33,835 was for salaries, \$54,127 for support of inmates and current expenses, \$850 for transportation, and the remainder for repairs and permanent improvement.

Plant.—The plant consists of a large farm, excellently located, and ample buildings. Most of the buildings are of brick.

THE CHILDREN'S TEMPORARY HOME.

Superintendent: Miss Susan B. Cook.

A home caring temporarily for children of dependent and delinquent classes. Children are sent to the home by the Board of Children's Guardians of the District. The home is owned by the superintendent.

Attendance.—Total 60, of whom about three-fourths are boys. The population fluctuates continually. The children are in most cases committed to the home to stay only until their exact place in other institutions can be determined.

¹ White.

Workers.—Total 9; all colored; male 2, female 7.

Organization.—An ungraded school is maintained in order that children may keep up with their lessons while in the home, and in order to preserve discipline. Sewing and chair caning are taught.

Financial.—The institution is maintained by a per capita allowance from the District of Columbia for each child committed.

Plant.—The work is conducted in a plant leased from Howard University. It consists of a city lot on a good elevation and two buildings.

CLARKE'S TRAINING SCHOOL AND EMPLOYMENT BUREAU.

Owner: Mrs. Addie R. Clarke.

An employment agency with some facilities for instruction in domestic service. It is owned and taught by the principal.

Attendance.—Total 27; all girls. There were 12 boarders.

Organization.—Sewing and laundering are sometimes taught. Instruction in cooking is also provided to a limited extent.

Financial.—The tuition charge of \$25 per year and small sums from donations constitute the support of the school. The total income amounts to about \$1,500.

Plant.—The school is taught in a rented house.

Recommendation.—In view of the condition and management of this school, as outlined above, no recommendation can be made in regard to it.

Date of visit: July, 1916.

VII. FLORIDA.

SCHOOL FACILITIES IN THE STATE.

There are 308,669 colored people in Florida, forming 41 per cent of the total population. They constitute 50.6 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 8.8 per cent between 1900 and 1910. As farmers, renting and owning land, they have charge of 768,140 acres of land; as farm laborers, they undoubtedly cultivate a much larger area. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 25.5 per cent of the colored population 10 years of age and over and 17.8 per cent of the colored children 10 to 14 years of age, and the death rate is very high. In view of these facts, it is important to note the following summary of the public-school facilities and educational needs of Florida as they are shown in the reports of the United States census and the State superintendent of education.

	White.	Negro.
Population, 1910.....	443, 634	308, 669
Children 6 to 14 years of age, 1910.....	88, 908	63, 486
Teachers' salaries in public schools, 1910-11 ¹	\$1, 022, 745	\$167, 381
Teachers' salaries per child 6 to 14 in State ²	\$11. 50	\$2. 64
Percentage illiterate, 1910.....	5. 5	25. 5
Percentage living in rural communities, 1910.....	70. 6	71. 3

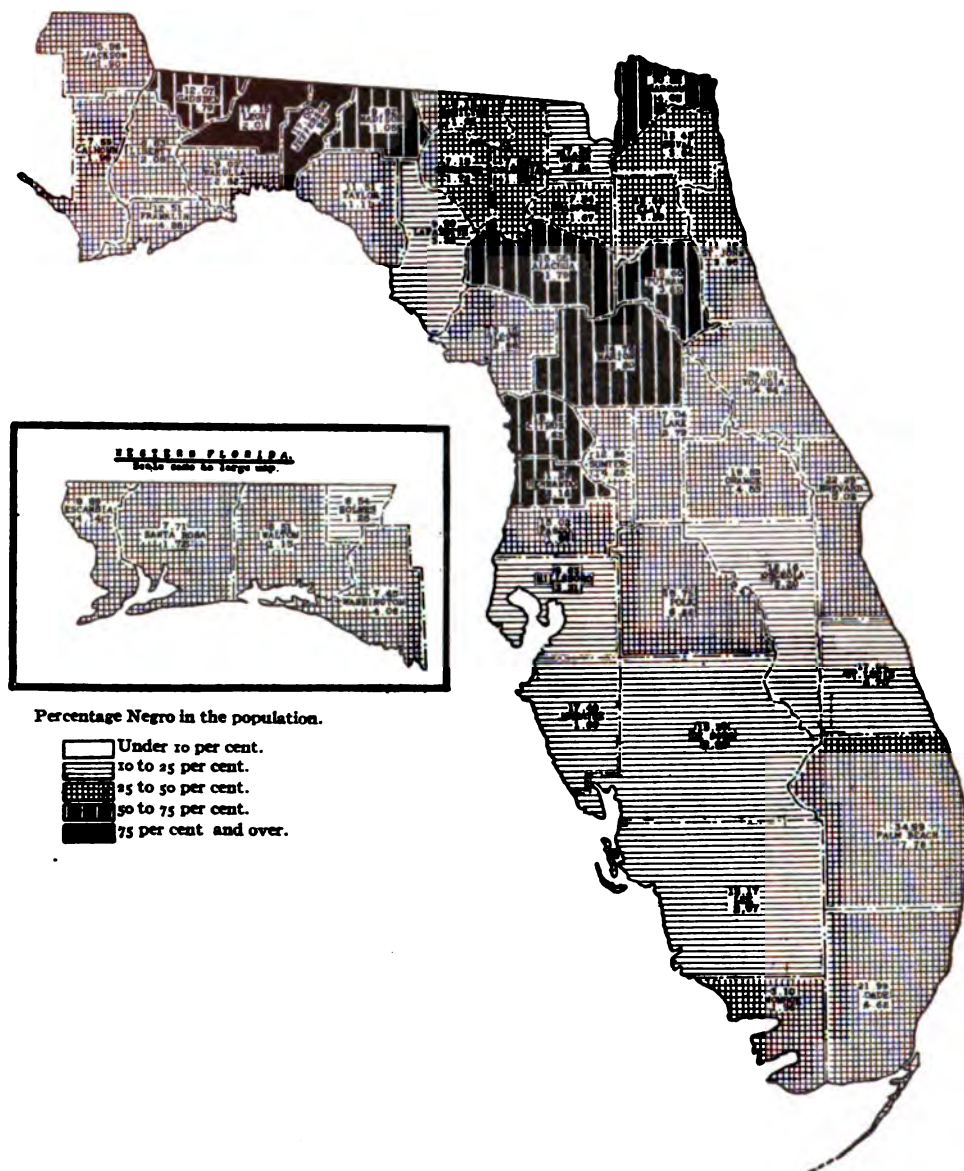
Public appropriations.—The public-school teachers of Florida received \$1,190,126 in salaries in 1910-11. Of this sum \$1,022,745 was for the teachers of 88,908 white children and \$167,381 was for the teachers of 63,486 colored children. On a per capita basis this is \$11.50 for each white child of school age and \$2.64 for each colored child.³ Map 8 presents these per capita figures for each county in Florida, the proportion of Negroes being indicated by the shading. The inequalities between the figures for white children and those for colored children are greatest in counties where the proportion of Negroes in the total population is largest. The per capita sums for white children decrease, and those for colored children increase, with considerable regularity, as the proportion of Negroes becomes smaller. The extent of this regularity appears in the following table, which shows the per capita expenditures for counties grouped according to the percentage of Negroes in the total population:

County groups, percentage of Negroes in the population. ⁴	White school population.	Negro school population.	Per capita white.	Per capita Negro.
Counties 10 to 25 per cent.....	22, 595	4, 540	\$10. 56	\$3. 10
Counties 25 to 50 per cent.....	52, 751	34, 164	11. 30	3. 07
Counties 50 to 100 per cent.....	11, 778	18, 116	13. 38	2. 14
Counties 75 to 100 per cent.....	1, 784	6, 666	17. 08	1. 46

¹ Although the appropriations for colored schools have increased since 1911, the salaries of white teachers have increased much more rapidly than those of colored teachers.

² These figures were computed by dividing the amount of teachers' salaries in public schools by the number of children 6 to 14 years of age enumerated by the United States census. The teachers' salaries were obtained from the Report of the State Department of Education, 1910-11, p. 428.

³ No county in the State has a Negro population less than 10 per cent of the total.



MAP 8.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN FLORIDA ON THE BASIS OF TEACHER' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

The high per capita cost for white children in the "black-belt" counties is partly explained by the fact that in these counties they are few in number and widely scattered. The smaller cost of schools for colored children is partly due to the lower wage scale of colored teachers and partly to the very limited provision for high-school education. It is apparent, however, that these explanations by no means account for the wide divergencies in the "black-belt" counties. In addition to the \$1,022,745 appropriated for the public-school teachers of white children, the State appropriated \$69,885 to maintain the State University and College for Women. To the \$167,381 appropriated for the teachers of colored children the State added \$8,500 to supplement the income of the agricultural and mechanical school for Negroes, largely maintained by the Federal Government.

Private financial aid.—The deficiencies presented above in the public expenditures for the education of the colored people largely explain the active campaigns for private schools since the Civil War. As a result of this activity the private schools have property valued at \$478,411, an annual income of \$77,001, and an attendance of 3,345 pupils, of whom 3,079 are in elementary grades. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. In Florida, however, the total expenditures of both public and private schools for colored people is far less than the expenditures for white teachers in public schools. The income of the two large private white schools, as reported to the United States Bureau of Education, was nearly twice the income of all colored private schools.

A summary of the income and property of the private and higher colored schools grouped according to ownership is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.....	26	\$77,001	\$478,411
Independent.....	3	19,158	85,875
Denominational.....	23	57,843	392,536
State and Federal.....	1	34,168	131,421

According to this table the annual income and property value of the denominational schools are more than twice as high as those of the independent schools. The annual income of the colored schools owned by denominations whose membership is white or largely so aggregates \$33,396, as against \$24,447 for those of the colored denominations. The property owned by the white denominations is valued at \$311,536, that owned by the colored at \$81,000. Some of the schools controlled by white denominations receive considerable sums of money from their colored members. In addition to the private aid reported in the above table, \$1,811 was appropriated for general supervision and special phases of education by the Jeanes Fund.

While the total number of private schools is 26, only 8 play any important part in the educational activities of the State. A few of the remaining 18 are to be justified if at all on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The schools of the first group are described under their respective counties and their location shown

on Map 9. It will be noted that four of these schools are in Jacksonville, Duval County. The schools of the second group are summarized according to ownership and discussed at the end of this chapter. The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

Ownership of colored schools.	Number of schools.	Total attendance.	Elementary.	Secondary.
Total private schools.....	26	3,345	3,079	266
Independent.....	3	234	234.....	
Denominational.....	23	3,111	2,845	266
State and Federal.....	1	¹ 345	185	148

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that less than one-tenth of their pupils are of secondary grade and none are in college classes.

Attendance.—The United States census reported 63,486 colored children of elementary school age, of whom 36,278 were attending school. A study of the figures for the public and private schools shows that while a majority of the elementary colored pupils are in the public schools, the secondary pupils are about equally divided between public and private schools. This is in contrast with white pupils of secondary grade, the large majority of whom are in public schools.

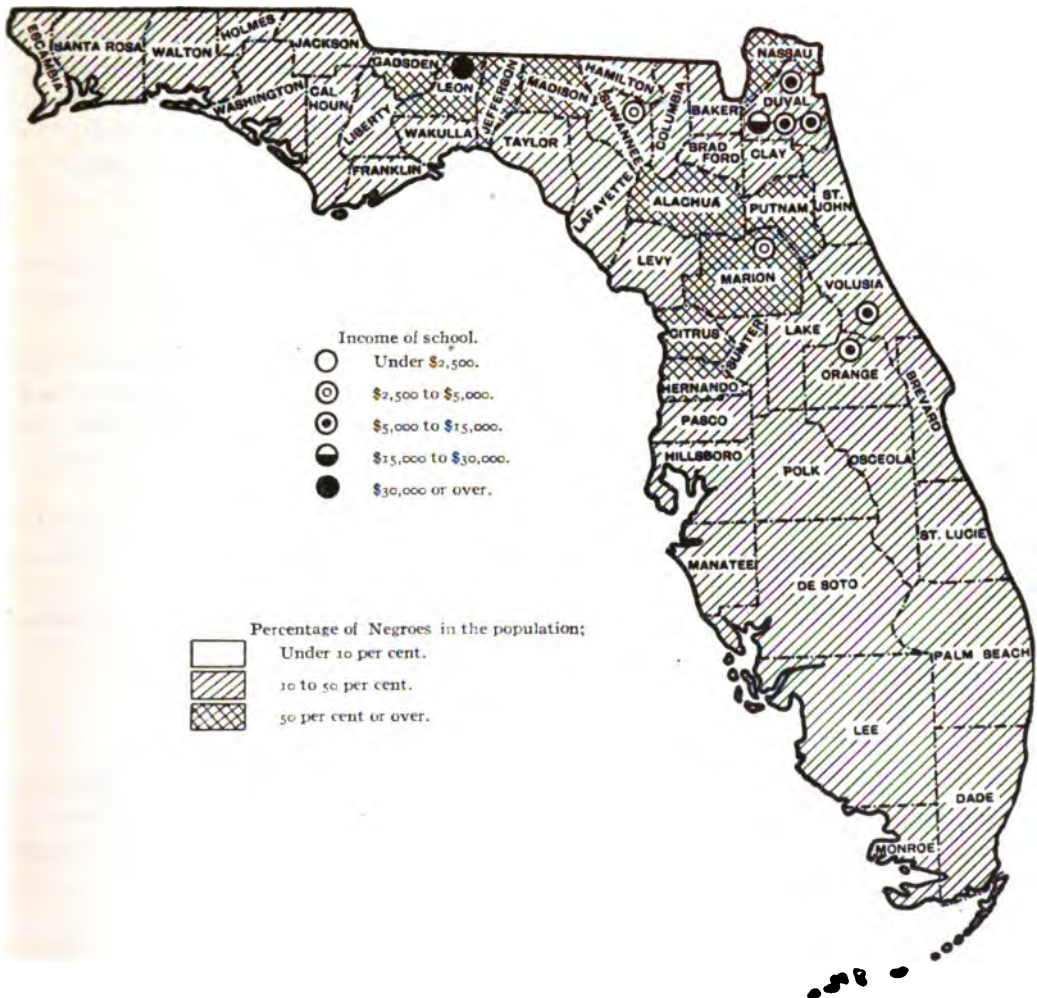
Elementary.—The inadequacy of the elementary school system for colored children is indicated by the fact that the attendance in both public and private schools is less than 58 per cent of the children between the ages of 6 and 14 years. The average term of the public school is less than five months. According to the report of the State department of education, a large percentage of the teachers hold third-grade licenses, representing preparation less than that usually given in the eight elementary grades. The 3,079 elementary pupils in the private schools are fairly well taught, but their number is only a small part of the 36,278 children attending school and a still smaller fraction of the 63,486 children of elementary school age.

Secondary.—There are only two public high schools for colored people in Florida. These institutions, located in Tallahassee and Jacksonville, share their buildings with the elementary grades. Six private schools offer secondary work. Of these five have four-year courses. The State school at Tallahassee maintains a full secondary course. Of the 492 secondary pupils in Florida 266 are in the six private schools. The courses of study in most of these schools follow closely the college preparatory or classical type. Some of them still require Greek and practically all make Latin the central subject.

Teacher training.—The most urgent need of the colored schools in Florida is trained teachers. The supply now depends almost entirely upon the secondary schools, most of which are private institutions. Of the private schools, however, only two offer fairly good courses for teachers. Four others include one or two teacher-training subjects in their general course. The graduating classes of all the schools offering teacher training in 1915 numbered only about 100, an annual output obviously inadequate to meet the need for teachers in a State with over 300,000 colored people and 1,000 colored public-school teachers.

¹ Includes 12 students in college subjects.

Industrial.—No school in the State is adequately equipped to teach trades. The State agricultural and mechanical school conducts satisfactory industrial work in several branches, notably in industries for girls. Four other schools give fairly good



MAP 9.—PRIVATE SCHOOLS FOR NEGROES IN FLORIDA.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

industrial work, while one or two of the smaller schools are making an effort in this direction.

Agriculture.—The agricultural training of the colored people of Florida depends on the facilities of the State Agricultural and Mechanical School. Notwithstanding

the increasing importance of Florida as a truck-raising State, only three of the private schools have courses in gardening. This lack of agricultural training for a people 71 per cent rural indicates the failure of the schools to adapt their work to the needs of the rural communities.

Supervision.—As yet no colored school supervisor is employed by the State department of education. Six counties in the State have Jeanes Fund supervisors traveling among the rural schools, introducing industrial training and extending the influence of the school into the community. In 1915 the Jeanes Fund appropriated \$1,811 and the counties \$430 for the work, and \$1,211 was raised by appeals to the people.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary school system. This can best be done by employing a supervisor of colored schools as is done in other Southern States.
2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more summer schools and teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards.
3. More provision for instruction in gardening, household arts, and simple industries. In developing this work counties should realize the possibilities of the Jeanes Fund industrial supervisors.
4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 71 per cent rural.
5. The maintenance of industrial high schools in cities.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools for Negroes in Florida are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual school. The counties are arranged in alphabetical order.

DUVAL COUNTY.

	White.	Negro.
Population, 1910.....	37,798	37,270
Children 6 to 14 years of age, 1910.....	5,524	5,722
Teachers' salaries in public schools, 1910-11.....	\$74,102	\$21,999
Teachers' salaries per child 6 to 14 in county.....	\$13.43	\$3.84
Percentage illiterate, 1910.....	1.0	15.6

The rural population is 23.2 per cent of the total. The average length of the public school term is 7.2 months for white pupils and 6.4 months for colored. The number of teachers is 185 in white schools and 99 in colored schools. The average attendance is 4,268 white pupils and 2,725 colored pupils.

There are no private schools for colored people outside of the city of Jacksonville.

JACKSONVILLE.

The public schools of Duval county and the city of Jacksonville are administered as a unit, and separate statistics could not be obtained. The city schools for colored people are crowded and poorly housed. In addition to the elementary schools the city maintains a four-year high school. Special effort should be made to increase the number of elementary schools and strengthen the high school. The four large private schools supply elementary school facilities for day pupils and serve as central institutions for the denominations which support them. As the public schools develop, the private school should abandon the elementary work and center their attention on secondary courses, teacher training, and industrial work for boarding pupils. The Laura Street Presbyterian School is of minor educational value; it is described in the summary of small Presbyterian schools for the State.

STAUNTON HIGH SCHOOL.

Principal: Isaiah Blocker.

A city high school offering four years of secondary work. The eight elementary grades are taught in the same building. The school has valuable property which was deeded to the colored people for education and is held for that purpose, but at present there is a controversy going on between the trustees and the public-school officials as to whether or not the property shall be sold and the money reinvested.

Attendance.—Secondary, 44; male 16, female 28. The elementary enrollment was 931.

Teachers.—Secondary, 3; all colored; male 1, female 2. There were also 24 teachers giving full time to the elementary grades.

Organization.—Though only three teachers are provided for the secondary program, the work is fairly well done. The subjects are: English, 2½ years; Latin, 3; mathematics, 4; history, 3; elementary science, 2. No industrial work is provided.

Plant.—Estimated value, \$175,000. The plant consists of a piece of city property deeded to a colored board of trustees by a group of northern philanthropists immediately after the war. The trustees leased the property to the city on condition that the board of public instruction maintain the school building and provide the teaching force. The building is an old frame structure, worth about \$5,000. It is poorly adapted to school purposes, dangerous, and in miserable repair. The equipment is limited to very poor classroom furniture.

Date of visit: January, 1914.

THE BOYLAN HOME INDUSTRIAL TRAINING SCHOOL.

Superintendent: Miss Bertha E. Losee.¹

A home school for girls maintained and managed by the Woman's Home Missionary Society of the Methodist Episcopal Church. It is well managed and effective.

Attendance.—Total, 224; elementary 216, secondary 8; boarders, 106.

Teachers and workers.—Total, 13; white supervisors 4, colored teachers 9. All the workers are well trained and earnest.

¹ White.

Organization.—The academic work covers eight elementary grades. A four-year "normal" course is outlined, but only eight pupils are enrolled.

Industrial.—Cooking and sewing are required of all pupils. The courses are carefully planned and the work is well done.

Financial, 1913-14.—The finances are supervised by the home office in Cincinnati and the management is economical. The more important items for the year were:

Income, excluding noneducational receipts.....	\$6, 281
Expenditures, less noneducational receipts.....	5, 747
Indebtedness.....	2, 500
Value of plant.....	73, 000

Sources of income: Woman's Home Missionary Society, \$5,310; tuition and fees, \$948; other sources, \$23. The noneducational receipts were from board and room rent and amounted to \$5,956.

Items of expenditure: Salaries, \$4,166; supplies, \$3,494; student aid, \$350; traveling expenses, \$200; other expenses, \$3,493.

Indebtedness: The small indebtedness is chiefly current bills for supplies and materials.

Plant.—Land: Estimated value, \$20,000. The land comprises about half a city block. The campus is inclosed by a concrete-block wall. It is clean and well kept.

Building: Estimated value, \$50,000. The building is an excellent four-story pressed-brick structure, well furnished and comparatively new. It is equipped with all modern conveniences. In point of general adaptability to its purpose, it is one of the best to be found anywhere.

Movable equipment: Estimated value, \$3,000. The equipment consists of furniture and domestic-science apparatus.

Recommendations.—1. That adequate financial support be provided for this excellent work.

2. That the theory and practice of gardening be made part of the regular course.¹

Dates of visits: January, 1914; March, 1915.

COOKMAN INSTITUTE.

President: G. B. Stone.²

A school of elementary and secondary grade. While considerable good work is done, the educational activities are not well organized. The school was founded in 1872 and is supervised by the Freedmen's Aid Society of the Methodist Episcopal Church.

Attendance.—Total, 408; elementary 359, secondary 49. Of the secondary pupils 21 were male and 28 female; 13 were boarders. The reported enrollment for the year was 415.

Teachers and workers.—Total, 14; male 4, female 10; white supervisors 3, colored teachers, 11.

Organization.—Elementary: The work covers the eight elementary grades.

Secondary: Secondary work is done in the "normal" course, with 17 pupils, and in the "college preparatory," with 32 pupils. The academy, or college preparatory course,

¹ See recommendations in summary chapter, p. 22.

² White.

includes: Latin, 4 years; algebra, 2; geometry, 1; English, 4; history, 4; civics, $\frac{1}{2}$. The "normal" course includes: Latin, 1 year; algebra, 2; geometry, 1; English, 3; history, 2; botany, $\frac{1}{2}$; physical geography, $\frac{1}{2}$; psychology, 1; chemistry, 1; and teacher training. The industrial work is limited to a little sewing.

Financial, 1912-13.—The accounts of the school are honestly but not systematically kept. The more important financial items were:

Income, excluding noneducational receipts.....	\$9,387
Expenditures, less noneducational receipts.....	9,495
Value of plant.....	101,578

Sources of income: Freedmen's Aid Society, \$5,641; tuition and fees, \$1,998; colored conferences, \$705; entertainments, \$219; general donations, \$163; other sources, \$661. The noneducational receipts were from the boarding department and amounted to \$2,595.

Items of expenditure: Salaries, \$4,593; equipment and repairs, \$2,211; supplies for boarding department, \$1,242; current expenses and incidentals, \$820; outside labor, \$741; student labor, \$701; schoolbooks, \$604; other purposes, \$1,178.

Plant.—Land: Estimated value, \$70,000. The school site consists of 7 acres of sandy land within the city limits. It is well located in a rapidly growing part of the city. No serious effort seems to have been made to improve its appearance.

Buildings: Estimated value, \$30,000. There are three buildings—the main school building, a brick veneer structure three stories high, the upper story of which is used for boys' dormitory; the girls' dormitory, a two-story frame building; and the president's cottage, a neat two-story dwelling of concrete. Toilet facilities in the dormitories are inadequate and the boys' rooms are not well supervised.

Movable equipment: Estimated value, \$1,578. Of this \$978 was in furniture and \$600 in library books and fixtures.

Recommendations.—1. That adequate assistance be provided for the president and the administration otherwise strengthened.

2. That the secondary courses include such important subjects as hygiene, nature study and gardening, manual training, physics, and chemistry.

3. That the policy of the school in caring for grounds, dormitories, and classrooms be so shaped that the condition of the plant may contribute to training pupils for home life.

Dates of visits: January, 1914; March, 1915.

EDWARD WATERS COLLEGE.

President: John A. Gregg.

A school of elementary and secondary grade. While some good teaching is done, the school is in need of reorganization. Under the leadership of Bishop John Hurst, important improvements are being made.

The institution was founded in 1888 by a group of colored ministers of the African Methodist Episcopal Church. Its management by an unwieldy board of 100 trustees has hampered the progress of the school financially and educationally.

Attendance.—Total, 319; male 116, female 203; elementary 240, secondary 71, theological 8; boarders 100. The reported enrollment for the year was 405

Teachers.—Total, 16; all colored; male 8, female 8. The teachers were trained at good schools.

Organization.—Elementary: The work covers the usual eight elementary grades.

Secondary: The four-year secondary course includes: Latin, 3½ years; Greek, 2; German, 1¼; mathematics, 3; English, 3; biology, 1½; geology, 1; and general history, economics, physics, and logic, one-half year each. Teacher-training is limited to a single course in school management. The classroom discipline is lax and the equipment very inadequate.

The theological department is attended by eight men who come to school daily to listen to talks on religious topics.

Financial, 1914-15.—The financial management is not centralized and the president, secretary, and treasurer each receives and disburses funds of the school. According to the combined report of these officers for the year the more important items were:

Income, excluding noneducational receipts.....	\$18,701
Expenditures, less noneducational receipts.....	18,606
Indebtedness.....	3,000
Value of plant.....	43,000

Sources of income: Church conferences, \$12,400; loans to school, \$3,725; educational and financial departments of the church, \$1,300; tuition and fees, \$1,200 (estimated); donations, \$56; other sources, \$20. The noneducational receipts were from the boarding department and amounted to \$3,281.

Items of expenditure: Teachers' salaries, \$6,769; material and supplies, \$5,417; payment of loan, \$3,199; labor, \$2,270; heating plant, \$1,700; furniture and equipment, \$512; light, fuel, and water, \$224; traveling expenses, \$198; insurance, \$143; other purposes, \$1,455.

Indebtedness: Practically all the indebtedness is in notes covering money borrowed to meet current expenses.

Plant.—Land: Estimated value, \$28,000. The school site comprises 7 acres of land near the western limits of Jacksonville. The campus presents a bare and neglected appearance; no effort has been made to beautify it with shrubbery or regular walks.

Buildings: Estimated value, \$13,000. There are three frame buildings. Salter Hall, a large three-story structure, was erected in 1910 and is used for girls' dormitory, classrooms, office, chapel, and dining room. The boys' dormitory is a two-story building accommodating about 60 boys.

Movable equipment: Estimated value, \$2,000. The movable equipment consists of the furniture in dormitories and classrooms. There is no scientific apparatus or manual training equipment.

*Recommendations.*¹—That the complicated financial system be simplified.

2. That the trustees appoint a resident treasurer, who, with the president, shall keep the financial records in accordance with a system installed by an accredited accountant.

3. That the books be audited annually by an accredited accountant, who shall report to the board of trustees.

¹ It is reported that since date of visit considerable reorganization has been effected.

4. That the physical condition of the plant be improved and a better system of inspection of buildings, grounds, and student activities be adopted.

5. That the energy of the school be centered on a secondary course designed to prepare teachers.

6. That simple manual training and gardening be introduced.¹

Dates of visits: January, 1914; March, 1915.

FLORIDA BAPTIST ACADEMY.

Principal: N. W. Collier.

A secondary school with large elementary enrollment. Training in gardening and simple industrial work is provided. The management is effective.

The school was founded in 1892 by the Florida Negro Baptist Convention. It is owned and controlled by a board of nine trustees, of whom four are white. The American Baptist Home Mission Society gives aid and supervision.

Attendance.—Total, 404; elementary 318, secondary 86. Of the pupils in the higher grades, 80 boarded at the school; 23 were from Jacksonville, 54 from other places in Florida, and 9 from other States. The reported enrollment for the year was 525.

Teachers and workers.—Total, 18; all colored; male 4, female 14; grades 5, academic 6, girls' industries 3, manual training 1, music 1, principal and bookkeeper.

Organization.—Elementary: Elementary work is done in eight grades by five regular teachers. Two of the academy teachers give part time to the grades.

Secondary: The work outlined in the catalogue is divided into "college preparatory" and "normal" courses. In practice the majority of the pupils combine the essential studies of the two courses. The subjects are: Latin, 4 years; Greek, 2; English, 4; mathematics, 3; science, 4; history, 2; Bible, 2; education, 1½.

Industrial: Manual training in wood and iron is provided for boys; cooking, sewing, dressmaking, millinery, and house cleaning for girls. The industrial teachers are well trained.

Financial, 1912-13.—The financial management is economical and the accounts are kept in accordance with the system required by the American Baptist Home Mission Society. The more important items were:

Income, excluding noneducational receipts	\$8,070
Expenditures, less noneducational receipts	9,203
Value of property	80,158

Sources of income: Tuition, \$3,443; colored churches, \$1,950; American Baptist Home Mission Society, \$1,680; white churches, \$475; old accounts, \$425; net profit on books sold, \$22; other sources, \$75. The noneducational receipts amounted to \$8,283, of which \$8,078 was from the boarding department and \$205 from the farm.

Items of expenditure: Salaries, \$8,200; supplies and labor for boarding department, \$4,936; repairs, \$1,656; heat, light, and power, \$839; administration expenses, including office salaries, postage, and stationery, and traveling expenses, \$781; expenses of laundry, \$73; student labor, \$18; other expenses, \$983.

¹ See recommendations in summary chapter, p. 22.

School property: Of the school property, \$75,000 is in the plant and \$5,158 in building funds.

Plant.—Land: Estimated value, \$45,000. The land comprises 9½ acres within the city limits. About half the area is used for the school garden and the remainder for school grounds. The grounds show care and attention.

Buildings: Estimated value, \$25,000. The buildings include, besides those used for classroom purposes, a laundry, teachers' home, shop, and primary building. All the buildings are painted and neat in appearance; they are, however, of frame, and protection against fire is not adequate. The rooms are clean.

Movable equipment: Estimated value, \$5,000. Furniture and a limited supply of implements for shop and farm constitute the equipment.

Recommendations.—1. That the institution be relieved of the large enrollment of local elementary pupils so that its energy may be completely devoted to the training of teachers for urban and rural schools.

2. That foreign languages be not allowed to interfere with such important subjects as teacher-training, hygiene and sanitation, nature study and social science.

3. That larger financial support be provided so that the good work of the institution may be extended.

4. That a new site be secured in the suburbs or near the city of Jacksonville, so that the institution may have sufficient land to teach the elements of agriculture and gardening.¹

Date of visit: January, 1914. Facts verified, 1916.

LEON COUNTY.

	White.	Negro.
Population, 1910	4, 697	14, 726
Children 6 to 14 years of age, 1910	929	3, 171
Teachers' salaries in public schools, 1910-11	\$15, 934	\$6, 396
Teachers' salaries per child 6 to 14 in county	\$17. 15	\$2. 01
Percentage illiterate, 1910	3. 0	31. 9

The rural population is 74.2 per cent of the total. The average length of the public school term is 6 months for white pupils and 4.1 months for colored. The number of teachers is 52 in white schools and 48 in colored schools. The average attendance is 723 white pupils and 3,404 colored pupils. In addition to the elementary schools a three-year high school is maintained in the city of Tallahassee. A Jeanes Fund worker is employed and receives the cooperation of the county superintendent in improving the condition of the rural schools. There is evident need, however, for strengthening the work of the rural schools. The only schools in the county outside of the public school system are the Florida State Agricultural and Mechanical College and the Episcopal Parochial School in Tallahassee. The State Agricultural and Mechanical College is described below. The parochial school, which is of minor educational value, is described in the summary of small Episcopal schools for Florida.

¹ See recommendations in summary chapter, p. 22.

TALLAHASSEE.

LINCOLN HIGH AND GRADED SCHOOL.

Principal: J. H. Fraser.

A city high school offering three years of secondary work with some industrial training. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 34; male 10, female 24. The elementary enrollment for the year was 459.

Teachers.—Secondary, 3; all colored; male 2, female 1. There were 6 teachers for the elementary grades.

Organization.—A three-year secondary course is maintained, and fairly good work is done. The course includes: English, 3 years; Latin, 2; geometry, 2; algebra, 3; history, 2; elementary science, 2; agriculture, 1. The industrial work is limited to cooking and sewing for girls and gardening for boys. Two hours a week is allotted to this work.

Plant.—The plant, estimated value \$15,000, consists of 4 acres of land and a neat two-story frame building.

Date of visit: January, 1914.

FLORIDA AGRICULTURAL AND MECHANICAL COLLEGE FOR NEGROES.

President: Nathan B. Young.

A school of secondary grade with large elementary enrollment and a few students in college subjects. Considerable provision is made for instruction in agriculture and trades. The management is progressive, but the income is not sufficient to maintain the variety of courses offered. The work is now being reorganized and additional time has been provided for teacher training.

The school was founded by the State legislature in 1887 as a State normal school. It was moved to its present site in 1891. In 1905 it was placed under the State board of control as one of the State institutions of higher learning and in 1909 the present title was adopted. It is supported mainly by State appropriations and Federal land-grant funds for agricultural and mechanical education.

Attendance.—Total, 345; elementary 185, secondary 160. Twelve of the secondary pupils were taking some college subjects. Of the secondary pupils, 81 were male and 79 female; 8 were from Tallahassee, 140 from other parts of Florida, and 12 from other States. The reported enrollment for the year was 402.

Teachers and workers.—Total, 34; all colored; male 20, female 14; academic 12, boys' industries 6, girls' industries 4, agriculture 4, music 2, nurse training 2, boarding department, office and library workers 4. There were also 3 special employees and 7 student assistants.

Organization.—The school day is divided so that classroom recitations of the secondary pupils are held in the morning, while the afternoons are devoted to laboratory work in the 'senior school' and to industrial work by those in industries. The elementary pupils devote a part of the morning to manual work and the remainder of the school hours, morning and afternoon, to classroom subjects.

Elementary: The elementary work is limited to the sixth, seventh, and eighth grades. The teaching in these grades is effective.

Secondary: The secondary pupils receive instruction in the three-year high school and in the four classes of the "senior" school. This work is divided into an English course enrolling 75 pupils and a scientific course enrolling 85. In the English course of the "high school" the subjects are: English, 2 years; mathematics, 2; elementary science, $\frac{1}{2}$; history, 1; education, $\frac{1}{2}$; practice teaching, $\frac{1}{2}$; agriculture, $\frac{1}{4}$; and spelling and drawing. The studies in the "scientific course" are: English, $1\frac{1}{2}$ years; mathematics, $2\frac{1}{2}$; Latin, 2; elementary science, 1; history, 1. Both of these courses are deficient in history, elementary science, agriculture, and hygiene.

In the "senior school" the secondary subjects are continued. Some of the subjects, especially the sciences in the higher classes, are of collegiate grade. Emphasis on science is in accordance with modern principles of education, but the time spent is out of proportion to that allowed for other important subjects. The division of the work into English, normal, and scientific courses hampers the teaching force by requiring a large number of subjects for small classes. All students in the "senior school" take three years of Latin and two years of mathematics. There were 11 students in biology, 5 in chemistry, 4 in geology, 3 in physics, 4 in English, 2 in economics, and 2 in psychology.

Industrial: Practically all the pupils are required to do some industrial work. "The time devoted by each pupil varies from 45 minutes to $2\frac{1}{2}$ hours each school day." Elementary pupils work from 10.40 to 12.30; others from 2 to 3.40 or 4.30 p. m. Manual training is given in elementary grades to all boys except those in the course in agriculture. The trades and the number of high-school pupils reporting them were: Carpentry 7, blacksmithing 4, wheelwrighting 8, painting 7, printing 13, tailoring 9, electrical engineering 2, plumbing 1. The trade building and equipment are ample. Certificates are given to those who finish the three or four year course. In spite of this organization and equipment, few of the young men declare their intention to follow trades or even to be teachers of trades.

Household training: All girls below the third year of the high school are assigned to cooking and sewing classes. Those above these grades are offered dressmaking, millinery, or business instruction. The school has a well-constructed building with good equipment for training in the household arts. A good hospital, maintained for the students, is used to give a nurse training course to a few pupils. The nurse in charge teaches hygiene in some of the classes. Unfortunately the school dining room and kitchen are in no way connected with the domestic science department.

Agriculture: Four teachers are assigned to the work in agriculture, and a farm with improved buildings and equipment is provided for instruction in this subject. A fair beginning in the awakening of interest in country life has been made. Some practice work is given in garden, field, and barn. These results are commendable, but they are not commensurate with the equipment or the money available for agricultural education. Only 10 pupils reported agriculture as their intended life work.

Library: The library, containing about 8,000 volumes, is under the direction of a trained librarian.

Discipline: The general behavior of the students is satisfactory, but supervision of the boys' dormitories is not effective. The young men below the senior school are organized into military companies.

Financial, 1913-14.—The books are carefully kept, but the system is inadequate for the varied needs and complicated organization of the school.

Income, excluding noneducational receipts	\$34, 168
Expenditures, less noneducational receipts	34, 168
Value of plant.....	131, 421

Sources of income: Federal funds, \$25,193; State Government, \$8,500; Slater Fund, \$475. The boarding department is conducted by the president, who reports monthly receipts and disbursements to the State board of control. Profits go to a general fund to be used by the school; losses must be borne by the president. The noneducational receipts amounted to \$7,900, of which \$7,000 was a special appropriation for building, and \$900 was from farm and shop.

Items of expenditure: Teachers' salaries, \$20,555; outside labor, \$1,592; student labor, \$2,128; equipment for shops and farm, \$500; material and supplies for shops and farm, \$3,105; fuel, water, and lights, \$1,550; advertising and printing, \$275; supplies and sundry expenses, \$2,405; other expenses, \$636. Expenditures for additions to buildings and fixed equipment amounted to \$9,321.

Plant.—Land: Estimated value, \$25,000. The campus and farm comprise 250 acres. Of this about 110 acres are under cultivation.

Buildings: Estimated value, \$80,761. The mechanical building and the agricultural building are brick structures two stores high. Other buildings are: Duval Hall, a two-story frame building containing classrooms; the Carnegie Library, a two-story brick building; five cottages used for teachers' residences; the hospital, a two-story frame building; a laundry building, and two barns.

Movable equipment: Estimated value, \$25,660. Furniture, \$5,147; scientific apparatus, \$5,852; shop equipment, \$8,460; farm equipment and live stock, \$4,858; books in library, \$1,342.

Recommendations.—1. That teacher training be emphasized in accordance with the present plan of reorganization.

2. That training in agriculture and industry be emphasized in accordance with the purpose of Federal land grant appropriations and the needs of a people 71 per cent rural.

3. That the boarding department be conducted by the State and made the practice school for the domestic science department.

Dates of visits: January, 1914; January, 1915.

MARION COUNTY.

	White.	Negro.
Population, 1910.....	10, 563	16, 376
Children 6 to 14 years of age, 1910.....	2, 051	3, 727
Teachers' salaries in public schools, 1910-11.....	\$30, 280	\$14, 180
Teachers' salaries per child 6 to 14 in county.....	\$14. 76	\$3. 80
Percentage illiterate, 1910.....	1. 6	22. 9

The rural population is 83.8 per cent of the total. The average length of the public school term is 6.4 months for white pupils and 5.1 months for colored. The number of teachers is 89 in white schools and 62 in colored schools. The average attendance is 1,700 white pupils and 2,498 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Fessenden Academy serves as a central school where pupils may board and supplement the training received in the rural schools, and it should be encouraged to furnish secondary, industrial, and teacher-training facilities for the section of the State in which it is located. The work of the Jeanes Fund teacher in the county and the effort of the colored principal of the Ocala public school to adapt education to the needs of the people are worthy of commendation.

FESSENDEN.

FESSENDEN ACADEMY.

Principal: H. S. Barnwell.¹

A school of elementary grade with a few secondary pupils. A limited amount of industrial work is done. The plant, located in a rural section, is not effectively used.

The school was founded in 1892 by F. S. Fessenden of Boston and is owned and supported by the American Missionary Association of the Congregational Church.

Attendance.—Total, 225; elementary 210, secondary 15; boarders, 65. The reported annual enrollment was 286.

Teachers and workers.—Total, 12; all colored; male 3, female 9; grades and academic 8, industrial 3, matron 1.

Organization.—According to the catalogue the school has an elaborate system of instruction in agriculture, mechanics, domestic science, sewing, and the literary subjects of secondary grade. The equipment in buildings and land are sufficient for a large educational work. An examination of the student activities, however, shows that the work consists of eight elementary grades for the large majority of pupils and secondary subjects for a small group. The industrial courses are five periods a week of manual training in wood and iron for the boys and sewing for the girls. There is no teacher of gardening or agriculture.

Financial, 1913-14.—The financial management is controlled by the American Missionary Association. A simple and effective system of accounts has recently been installed. The more important items for the year were:

Income, excluding noneducational receipts.....	\$3,343
Expenditures, less noneducational receipts.....	3,343
Value of plant.....	49,300

Sources of income: American Missionary Association, \$2,458; Slater Fund, \$300; donations, \$282; tuition and fees, \$178; other sources, \$125. The noneducational receipts amounted to \$3,810, of which \$2,733 was from the boarding department, \$981 from the farm, and \$96 from book sales.

Items of expenditure: Supplies for boarding department, \$2,582; salaries, \$1,475; equipment, \$907; general supplies, \$525; student aid and labor, \$467; water, light, and heat, \$199; repairs, \$116; other expenses, \$882.

¹ Elected since date of visit.

Plant.—Land: Estimated value, \$1,300. The land comprises 10 acres, of which about 5 acres are under cultivation. The campus is fairly well kept.

Buildings: Estimated value, \$41,300. There are four frame buildings and a cottage. The Carnegie Library and girls' dormitory, the school building, and the boys' dormitory are two-story structures and the manual training building one-story. The buildings are neat and well constructed. The classrooms and dormitories are well kept.

Movable equipment: Estimated value, \$6,700. The equipment consists of furniture, fairly good classroom equipment and water pumping machinery.

Recommendations.—1. That agricultural education be given a commanding place in the school activities.¹

2. That the institution increase the number of its boarding and advanced pupils and center its efforts upon the training of teachers for smaller schools.

Date of visit: January, 1914.

ORANGE COUNTY.

	White.	Negro.
Population, 1910.....	11,500	7,604
Children 6 to 14 years of age, 1910.....	2,066	1,539
Teachers' salaries in public schools, 1910-11.....	\$40,983	\$6,977
Teachers' salaries per child 6 to 14 in county.....	\$19.83	\$4.53
Percentage illiterate, 1910.....	1.5	19.6

The rural population is 60.9 per cent of the total. The average length of the public school term is 6.6 months for white pupils and 5.6 months for colored. The number of teachers is 97 in white schools and 36 in colored schools. The average attendance is 1,835 white pupils and 1,053 colored pupils. Since the public schools enroll only about two-thirds of the children 6 to 14, there is evident need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Robert Hungerford School serves as a central institution where pupils may board and supplement the training received in the rural schools. It should be encouraged to offer secondary, industrial, and teacher-training facilities for the section of the State in which it is located.

EATONVILLE.

ROBERT HUNGERFORD NORMAL AND INDUSTRIAL SCHOOL.

Principal: E. A. Chisholm.

A school of elementary grade with a few pupils in secondary subjects. Gardening and simple industrial courses are provided. The school was founded in 1899 by R. C. Calhoun, who was principal up to the time of his death. The consequent change of administration has left the school in straitened financial circumstances, but efforts now under way promise well for the future. The school is owned by a board of trustees composed of white and colored people from the North and South.

Attendance.—Total, 96; all elementary; boarders, 66.

Teachers.—Total, 11; all colored; male 6, female 5. Grades and academic 5, boys' industries 2, girls' industries 1, agriculture 1, others 2. The teachers are well trained and devoted to their work.

¹See recommendations in summary chapter, p. 22.

Organization.—All the academic subjects are taught in the morning and the industrial courses in the afternoon. Evening classes are maintained for the pupils who work during the day. The eight elementary grades are maintained and some instruction is given in secondary subjects. The industrial courses include carpentry, tailoring, cooking, and sewing. The students receive practical instruction in agriculture on the farm.

Financial, 1912-13.—The accounts are fairly well kept. The more important items for the year were:

Income, excluding noneducational receipts.....	\$7,977
Expenditures, less noneducational receipts.....	7,977
Value of property.....	56,000

Sources of income: General donations, \$6,913; endowment fund, \$600; tuition and fees, \$289; Orange County, \$175. The noneducational receipts amounted to \$4,464, of which \$2,786 was from the boarding department, \$1,328 from the shops, and \$350 from the farm.

Items of expenditure: Salaries, \$4,692; student labor, \$2,279; equipment, \$1,355; materials for shops and farm, \$1,275; building and repairs, \$1,166; heat, light, and water, \$322; advertising and soliciting, \$258; supplies for boarding department and other expenses, \$1,094.

School property: Of the property \$50,000 was in the plant and \$6,000 in endowment.

Plant.—Land: Estimated value, \$12,000. The school owns 340 acres of land. A part of the land is used for the school garden, truck garden, and orange grove.

Buildings: Estimated value, \$28,000. There are three large frame buildings and several cottages and small structures. The buildings are cheaply constructed and scattered about the campus without any apparent plan. The main building and the girls' dormitory are two-story structures. The boys' dormitory is a two-and-a-half-story structure. The dormitories are fairly well kept.

Movable equipment: Estimated value, \$10,000. Of this, \$4,150 is in shop and sawmill equipment, \$3,057 in farm equipment and live stock, \$1,363 in furniture, and \$1,420 in other equipment.

Recommendations.—1. That the trustees assist the school officers in their effort to increase the attendance and raise adequate funds to maintain the institution.

2. That the institution be developed as a teacher-training school for rural districts.

Dates of visits: December, 1913; January, 1915.

SUWANEE COUNTY.

	White.	Negro.
Population, 1910.....	10,790	7,813
Children 6 to 14 years of age, 1910.....	2,479	1,990
Teachers' salaries in public schools, 1910-11.....	\$17,749	\$3,429
Teachers' salaries per child 6 to 14, in county.....	\$7.15	\$1.72
Percentage illiterate, 1910.....	7.2	35.1

The rural population is 81.5 per cent of the total. The average length of the public school term is 4.2 months for white pupils and 3.6 months for colored. The number of teachers is 86 in white schools and 33 in colored schools. The average attendance is 1,831 white pupils and 1,182 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Florida Institute at Live Oak serves as a central institution where pupils may board and supplement the training received in the surrounding rural schools.

LIVE OAK.

FLORIDA INSTITUTE.

President: S. A. Owen.¹

A school of elementary and secondary grade. It was founded in 1880 and is controlled by the local Baptist association. Part of the property is owned by the American Baptist Home Mission Society.

Attendance.—Total, 262; elementary 233, secondary 29.

Teachers.—Total, 8, all colored; male 3, female 5.

Organization.—Elementary: Elementary instruction is given in the seven grades and in the first year "normal." Much of the work of the second year normal is also of elementary grade.

Secondary: A four-year normal course, a three-year academic course, and a theological department are claimed. Secondary work is done in the third normal class, with 22 pupils, and in the first academic class, with 7 pupils. There were no pupils in the second and fourth year normal or in the theological classes.

Financial, 1912-13.—The accounts are fairly well kept, and a financial statement is printed each year. The more important items for the year were:

Income, excluding noneducational receipts.....	\$3, 521
Expenditures, less noneducational receipts.....	3, 521
Indebtedness.....	3, 200
Value of plant.....	25, 000

Sources of income: Baptist association and contributions, \$1,959; tuition and fees, \$923; other sources, \$639. The noneducational receipts were from the boarding department, and amounted to \$2,921.

Items of expenditure: Supplies for boarding department, \$2,585; salaries, \$2,052; back debts to teachers and tradesmen, \$661; labor, \$323; equipment and school supplies, \$286; light, fuel, and water, \$239; repairs, \$208; traveling and other expenses, \$88.

Indebtedness: The indebtedness is secured by mortgage on part of the school property.

Plant.—Land: Estimated value, \$11,800. The land comprises 10 acres within the town limits, about one-third being owned by the American Baptist Home Mission Society. A part of the land is used for gardening.

Buildings: Estimated value, \$12,000. There are five frame buildings. The main building, a two-story structure, contains chapel, classrooms, and dining room. The girls' and boys' dormitories are two-story buildings. The primary building and a cottage are small structures. The grounds and buildings are fairly well kept.

Movable equipment: Estimated value, \$1,200. The equipment consists chiefly of furniture. There is no industrial equipment.

¹ Elected since date of visit.

Recommendations.—1. That larger support be provided by combining with this institution the smaller Baptist schools of neighboring counties.

2. That provision be made for teacher training, gardening, and simple industrial training.¹

Date of visit: January, 1914.

VOLUSIA COUNTY.

	White.	Negro.
Population, 1910.....	9,907	6,592
Children 6 to 14 years of age, 1910.....	1,610	1,266
Teachers' salaries in public schools, 1910-11.....	\$38,586	\$6,257
Teachers' salaries per child 6 to 14 in county.....	\$24.01	\$4.94
Percentage illiterate, 1910.....	2.0	22.9

The rural population is 64.2 per cent of the total. The average length of the public-school term is 6 months for white pupils and 4.9 months for colored. The number of teachers is 86 in white schools and 25 in colored schools. The average attendance is 1,580 white pupils and 918 colored pupils.

With some increase in county schools, the public school system could care for all the children 6 to 14 years of age. There is need, however, for stronger elementary work, for instruction of secondary grade, and for industrial training. The Daytona Educational and Industrial Institute provides good elementary and industrial work for girls and serves as a central training institution.

DAYTONA.

DAYTONA EDUCATIONAL AND INDUSTRIAL SCHOOL FOR NEGRO GIRLS.

Principal: Mrs. Mary McLeod Bethune.

A well-managed school of elementary and secondary grade, with some provision for teacher training. The teaching is effective, and the courses are adapted to the needs of the pupils. The McLeod Hospital and Training School for Nurses is under the management of the school. Though small, it is well equipped and is carrying out successfully the purposes indicated in its name.

The school was founded by the principal in 1904. It is owned and controlled by an incorporated board of trustees of influential northern and southern people.

Attendance.—Total, 110; all elementary. A majority of the pupils are boarders.

Teachers.—Total, 11; all colored; male 1, female 10. All the teachers are devoted to their work and most of them are well trained.

Organization.—The academic work covers the eight elementary grades. Two high-school grades are provided for, with secondary and teacher-training subjects, but practically no students were taking this work. Emphasis is placed on English, arithmetic, and sanitation.

The industrial courses consist of cooking, sewing, laundering, and minor courses in rug weaving, broom making, chair caning, and raffia work. Instruction is also provided in gardening and poultry raising.

¹ See recommendations in summary chapter, p. 22.

Neighborhood work: The neighborhood work includes recreation activities for boys in a special building near the school, a mission in a turpentine camp, a summer school and playground, and visiting nurse service in the community.

Financial, 1912-13.—The financial records are fairly well kept. The more important items for the year were:

Income, excluding noneducational receipts.....	\$10,453
Expenditures, less noneducational receipts.....	9,663
Value of plant.....	29,875

Sources of income: Donations for general purposes, \$5,379; donations for scholarships and hospital, \$4,409; school entertainments and other sources, \$665. The noneducational receipts amounted to \$1,362, of which \$1,098 was from the boarding department, \$163 from the trade school, \$53 from the hospital, and \$48 from the farm.

Items of expenditure: Salaries, \$3,214; repairs and additions to buildings, \$3,003; supplies and materials, \$2,634; advertising and soliciting, \$902; light and heat, \$708; equipment, \$423; other expenses, \$141.

Plant.—Land: Estimated value, \$15,000. The land comprises 15 acres located in the town. The grounds are well kept and unusually attractive.

Buildings: Estimated value, \$12,700. There are four frame buildings and several smaller structures. The buildings are clean and in good repair.

Movable equipment: Estimated value, \$2,175. Of this \$1,500 is in furniture, \$500 in farm implements and live stock, and \$175 in library books.

Recommendations.—1. That the institution center its efforts on teacher training for rural schools. To this end the attendance of local pupils in the lower grades should be discouraged.

2. That funds be obtained to increase the equipment and provide better salaries for the teachers.

Dates of visits: January, 1914; March, 1915.

BAPTIST SCHOOLS.

Besides the school maintained by the American Baptist Home Mission Society and the Florida Institute, described in Suwanee County, there are two small Baptist schools in Florida. These schools have very limited support and attendance. The Baptist work in the State would be strengthened if the money now going to these schools were concentrated on the two larger schools of the State.

ALACHUA COUNTY—GAINESVILLE.

NORMAL TRAINING COLLEGIATE INSTITUTE.

Principal: S. A. Jordon.

A school of elementary grade taught in the church by the principal and his wife, with one woman assistant. All are colored. The equipment is inadequate and the management ineffective. The school was founded by the local Baptist association to supplement the limited public school facilities.

Attendance.—Total, 100. Practically all the pupils are in the elementary grades; a few board at the school.

Financial, 1912-13.—The income amounted to \$875, of which about \$600 was from the association and \$275 from tuition and donations. Practically all the income was expended for salaries. In addi-

tion \$1,000 was raised by the association and expended as part of the purchase price of a new site for the school. The proposed site comprises 2 acres worth about \$2,000. A balance of \$600 was still due on this property. Money is also being raised for a school building.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: January, 1914.

ESCAMBIA COUNTY—PENSACOLA.

WEST FLORIDA BAPTIST ACADEMY.

Principal: M. N. McBennett.

A school of elementary grade with 20 pupils in attendance. It is owned and controlled by the West Florida Baptist Association and taught by the local pastor. The income of approximately \$700 was from tuition and from the Baptist Association. There is a mortgage indebtedness of \$1,950 on the property.

Plant.—Estimated value, \$8,000. The plant consists of a city block, a frame building, and a small amount of classroom furniture.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: January, 1914.

CATHOLIC SCHOOLS.

There are in Florida six Catholic parish schools. The religious interest is strong in all of these schools. They are listed below, with the attendance and teachers as reported.

County.	Town.	School.	Attendance.	Teachers.
Escambia.	Pensacola.	St. Joseph's School.	190	4
Do.	Warrington.	St. John the Evangelist's School.	34	1
Hillsborough.	Tampa.	St. Peter Claver's School.	125	2
Do.	Ybor City.	St. Benedict's School.	125	3
Monroe.	Key West.	St. Francis Xavier's School.	95	2
St. John.	St. Augustine.	St. Benedict the Moor's School	65	3
Nassau.	Fernandina.	Catholic School.	29	2

EPISCOPAL SCHOOLS.

There are seven small Episcopal schools in Florida. Three were visited and the existence of four others was verified by correspondence. Others are listed by the Episcopal Board of Missions, but their existence is so doubtful that they are not mentioned in this report. Where they do exist they are small mission schools aided by the Board of Missions and generally taught in connection with a church.

ALACHUA COUNTY—GAINESVILLE.

ST. AUGUSTINE PAROCHIAL SCHOOL.

Principal: J. Speight.

A small Episcopal parochial school of elementary grade. There were 95 pupils in attendance. The work covers the usual elementary subjects, with irregular instruction in cooking. The teaching is done by the rector and three assistants, all colored. The income, amounting to about \$1,085, was chiefly from the Episcopal Board of Missions and from tuition. The plant, estimated value \$1,000, consists of a small lot, a frame building, and a small amount of classroom furniture.

Recommendation.—That the school be continued as an elementary school only so long as the public schools are inadequate.

Date of visit: January, 1914.

LEON COUNTY—TALLAHASSEE.

ST. MICHAELS' AND ALL ANGELS' PAROCHIAL SCHOOL.

Principal: Rev. A. A. Hewitt.

A small elementary school enrolling 72 pupils in five grades. It is taught by the local colored rector and two assistants. The income for 1913-14 amounted to \$425, of which \$300 was from the Episcopal Board and \$125 from tuition and entertainments. The plant, estimated value \$2,000, consists of a lot near the church, a small frame building, and a little classroom furniture.

Date of visit: January, 1914.

Recommendation.—That the school be continued as an elementary school only so long as the public schools are inadequate.

PUTNAM COUNTY—PALATKA.

ST. MARY'S SCHOOL.

Principal: Mrs. L. E. Morrison.

A small one-teacher Episcopal parochial school with 26 pupils, all below the fifth grade. Practically all of the income, amounting to approximately \$325, was from the Episcopal Board of Missions and was expended for salary. The school is taught in a small frame building worth about \$500.

Recommendation.—That the school be continued as an elementary school only so long as the public schools are inadequate.

Date of visit: January, 1914.

OTHER EPISCOPAL SCHOOLS.

The four schools listed below were reached by correspondence:

County.	Town.	School.
Dade.	Cocoanut Grove.	Industrial School.
Do.	Miami.	St. Agnes.
Orange.	Orlando.	St. John the Baptist.
Hillsboro.	West Tampa.	El Salvador School.

PRESBYTERIAN PAROCHIAL SCHOOLS.

The Presbyterian Board of Missions for Freedmen reports three schools in Florida. These are small parochial schools of slight educational value to the community. They are described below.

DUVAL COUNTY—JACKSONVILLE.

LAURA STREET PAROCHIAL SCHOOL.

Principal: S. A. Downer.

A small Presbyterian school of elementary grade. It is taught in the Presbyterian Church by the pastor and his wife and receives no aid from the Presbyterian Board of Missions. Only 5 of the 90 pupils in attendance were above the fifth grade. The income of about \$250 was from tuition.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: January, 1914.

PUTNAM COUNTY—PALATKA.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: T. F. Ellison.

An elementary day school taught in a rented building by the pastor, his wife, and one assistant. The attendance was 57. The reported enrollment for the year was 70. The Presbyterian Board of Missions pays the teachers' salaries and about \$34 is raised in tuition.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: January, 1914.

ST. JOHN COUNTY—ST. AUGUSTINE.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: J. H. Cooper.

A school of elementary grade with a few boarding pupils. It is owned by the Presbyterian Board of Missions for Freedmen. The school was formerly known as the Mather-Perit Industrial School, in honor of two white women who gave much time to the supervision of the work. While they lived the school received an appropriation from the Buckingham Smith Fund, a legacy of about \$40,000 bequeathed by a former slave owner for the improvement of colored people.

About 100 children attended the school, all in the lower elementary grades. There were four colored teachers, one man and three women. A little instruction in sewing is provided.

The income of \$630 reported for 1913-14 was from donations and tuition. The principal is the pastor of the Presbyterian Church and receives his salary from the Presbyterian Board. The plant, estimated value \$4,000, consisted of a city lot and a two-story frame building. The first floor contains one large room used for primary pupils and auditorium. The rooms on the second floor are used for recitation and dormitory.

Recommendation.—That cooperation with the public school be developed.

Date of visit: January, 1914.

SCHOOLS OF MISCELLANEOUS DENOMINATIONS.

In addition to the denominational institutions already described, there are two other small schools in Florida. One of these schools is owned by a local conference of the African Methodist Episcopal Church and one by a local conference of the Methodist Episcopal Church. Both are located in Alachua County. These schools should be continued only so long as the public schools are inadequate.

ALACHUA COUNTY—GAINESVILLE.

SCOTTA INSTITUTE AND INDUSTRIAL SCHOOL.

Principal; J. F. Elliot.

A low-grade elementary school with 22 pupils, of whom 7 were boarders. It is owned and controlled by the Gainesville district of the Methodist Episcopal Church. Four colored workers are employed, consisting of the principal and three women. The income of about \$450 was from the church and from tuition. The plant, estimated value \$1,500, consists of an acre of land and a nine-room frame building used as a dormitory. The classes were taught in a rented lodge hall.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: January, 1914.

ALACHUA COUNTY—NEWBERRY.

NEWBERRY INSTITUTE.

Principal: Mrs. L. E. Jones.

A small one-teacher school taught in a rented lodge hall. The school was opened in 1914. The 24 pupils in attendance were all in the lower elementary grades. The income was from the local conferences of the African Methodist Episcopal Church.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: January, 1914.

INDEPENDENT SCHOOLS.

Besides the two schools described in the county summaries, there are two small independent schools in Florida, both in Jackson County. The map shows that this county is in need of additional school facilities, but neither of the private enterprises is of much educational value to the county. The Long Normal and Industrial School is not in operation and the Marianna Industrial Institute is a very small school.

JACKSON COUNTY—MARIANNA.

MARIANNA INDUSTRIAL SCHOOL.

Principal: William R. Cowart.

A small elementary day school taught by the principal and his wife. The 28 pupils were in the first five grades. Two were boarders. Though the board of trustees owns 5 acres of land and a small frame building, the school is taught in rented quarters. The income amounted to \$728, of which \$500 was from outside sales and work done by the school, \$125 from contributions, and \$103 from tuition. Of this \$578 was expended for salaries and \$150 for other purposes.¹

Recommendation.—That the principal endeavor to have the school taken over by the county and developed as a teacher-training school.²

Date of visit: January, 1914.

JACKSON COUNTY—ABERDEEN.

LONG NORMAL AND INDUSTRIAL SCHOOL.

Principal: J. W. Long.

The school has been closed since March, 1913, when the principal was forced, by a series of unfortunate circumstances over which he had no control, to abandon the school.

The 218 acres of land and a two-story frame building are owned by an independent board of colored trustees. The principal is still soliciting money for the school.

Recommendation.—It does not seem wise to reopen this school under its former management.

¹ It is reported that since date of visit the school has moved to a new site, that it now has property valued at \$6,000, and that the income and attendance have greatly increased.

² See recommendations in summary chapter, p. 22.

VIII. GEORGIA.

SCHOOL FACILITIES IN THE STATE.

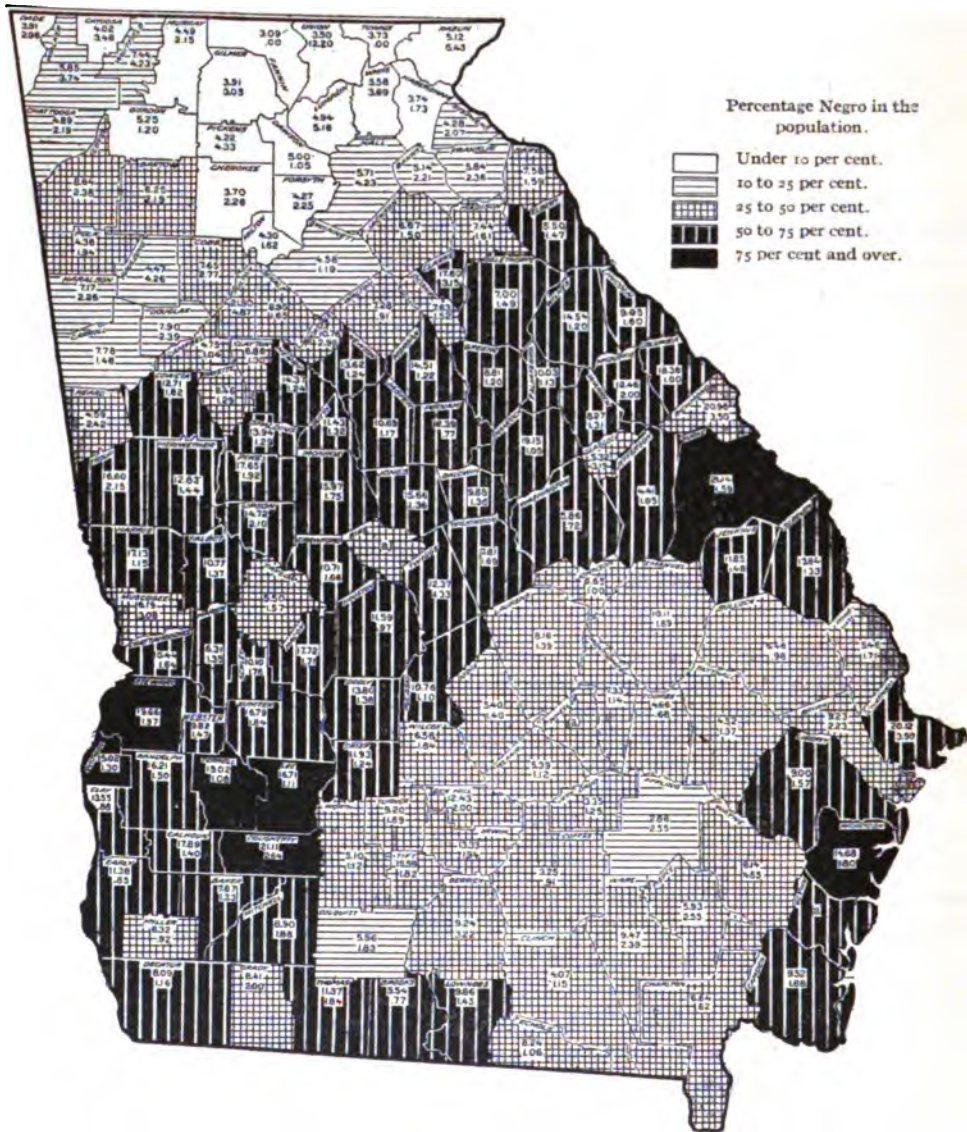
There are 1,176,987 colored people in Georgia, forming 45.1 per cent of the total population. They constitute 56 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 48 per cent between 1900 and 1910. As farmers, renting and owning land, they have charge of 7,091,949 acres; as farm laborers, they undoubtedly cultivate a much larger area. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 36.5 per cent of the colored population 10 years of age and over, and 22.1 per cent of the colored children 10 to 14 years of age, and the death rate is almost twice as high as that of the white people. Such a degree of illiteracy and ill health is certain evidence of extensive waste of economic resources and human energy. In view of these facts, it is important to note the following summary of the public-school facilities and educational needs of Georgia, as they are shown in the reports of the United States census and the State superintendent of public instruction.

	White.	Negro.
Population, 1910.....	1,431,802	1,176,987
Children 6 to 14 years of age in State, 1910.....	307,637	282,070
Children 6 to 14 in 144 counties, 1910 ¹	301,211	274,741
Teachers' salaries in public schools in 144 counties.....	\$2,884,580	\$483,622
Teachers' salaries per child in 144 counties ²	\$9.58	\$1.76
Percentage illiterate, 1910.....	7.8	36.5
Percentage living in rural communities.....	78.1	80.9

Public appropriations.—The public-school teachers of 144 counties in Georgia received \$3,368,202 in salaries in 1911-12. Of this sum, \$2,884,580 was for the teachers of 301,211 white children and \$483,622 was for the teachers of 274,741 colored children. On a per capita basis, this is \$9.58 for each white child of school age and \$1.76 for each colored child.² Map 10 presents these per capita figures for each county in Georgia, the proportion of Negroes in the total population being indicated by the shading. The inequalities between the figures for whites and those for the colored are greatest in counties with the largest proportion of Negroes. The per capita sums for white children decrease and those for colored children increase, with considerable regularity, as the proportion of Negroes becomes smaller. The extent of this regularity appears in the

¹ The counties of Bibb and Glynn are excluded. A statement of the salaries of white and colored teachers in these counties could not be obtained.

² These averages were computed for each county by dividing the appropriation for teachers' salaries in public schools by the number of children 6 to 14 enumerated by the United States census of 1910. The salaries were obtained from the report of the State superintendent of education, 1912, pp. 306-323 and 430-439. City systems are included.



MAP 10.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN GEORGIA ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

following table, which shows the per capita expenditure for counties grouped according to the percentage of Negro population:

County groups, percentage of Negroes in the population.	Whiteschool population.	Negro school population.	Per capita for white.	Per capita for Negro.
Counties under 10 per cent.....	31,404	1,963	\$4.20	\$2.39
Counties 10 to 25 per cent.....	45,531	10,800	5.77	2.42
Counties 25 to 50 per cent.....	134,681	81,394	10.06	2.20
Counties 50 to 75 per cent.....	85,432	160,786	12.34	1.50
Counties 75 per cent and over.....	4,163	19,798	19.23	1.61

The high per capita cost for white children in the "black belt" counties is partly explained by the fact that in these counties they are few in number and widely scattered. The smaller cost of schools for colored children is due partly to the lower wage scale of colored teachers and partly to the very limited provision for high-school education. It is apparent, however, that these conditions by no means account for the wide divergencies in the "black belt" counties. In addition to the \$2,884,580 appropriated for the public-school teachers of white children, the State appropriated \$469,500 to maintain 11 agricultural high schools, 3 normal schools, and 3 institutions of higher learning. To the \$483,622 for the colored public-school teachers, the State added \$8,000 to supplement the income of the industrial school largely maintained by Federal funds for agricultural and mechanical education.

Private financial aid.—The deficiencies in the public expenditures for the education of the colored people largely explain the active campaigns for private schools since the Civil War. As a result of this activity, the private schools have a property valuation of \$2,647,541, an annual income of \$339,736, and an attendance of 11,580 pupils, of whom 9,312 are in elementary grades. In this connection it is important to note the remarkable concentration of these facilities in the city of Atlanta, as indicated by the following figures for the private schools in that city: Value of property, \$2,023,822; annual income, \$175,074; attendance, 3,371. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. In Georgia, however, the total expenditures of both public and private schools for colored people is far less than the expenditures for white teachers in public schools alone. Furthermore, the income of the 10 large private white schools, as reported to the Bureau of Education, was \$388,176, as against \$339,736, the income of all colored private schools.

A summary of the income and property of the private and higher colored schools, grouped according to ownership, is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.....	78	\$339,736	\$2,647,541
Independent.....	21	72,888	493,673
Denominational.....	57	266,848	2,153,868
State and Federal.....	1	25,369	68,449

It will be observed from this table that the annual income and property value of the denominational schools is about four times as great as that of the independent schools. The annual income of the colored schools owned by denominations, whose membership is white or largely so, aggregates \$232,376, as against \$34,472 for those of the colored

denominations. The property owned by the former group is valued at \$1,912,668, and that owned by the latter at \$241,200. Some of the schools controlled by white denominations receive considerable sums of money from their colored members. The statistics of the State and Federal school, with an income of \$25,369 and property valued at \$68,449, are in striking contrast with those of the private schools. In addition to the private aid reported in the above table, a total of \$13,396 was appropriated for general supervision and special phases of education by the Jeanes Fund, Slater Fund, the General Education Board, and the Rosenwald Rural School Building Fund.

While the total number of private schools is 78, only 38 play any important part in the educational activities of the State. Some of the remaining 40 are justifiable only on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The 38 schools first mentioned are described under their respective counties and their location shown on Map 11. The others are summarized according to ownership and discussed at the end of this chapter. The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

	Number of schools.	Total.	Attendance.	
			Elementary.	Secondary.
Total private schools.....	78	¹ 11,580	9,312	2,119
Independent.....	21	² 2,654	2,227	383
Denominational.....	57	³ 8,926	7,085	1,736
State and Federal.....	1	390	280	110

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that less than one-tenth of the pupils in them are of secondary grade and only 149 are in college classes.

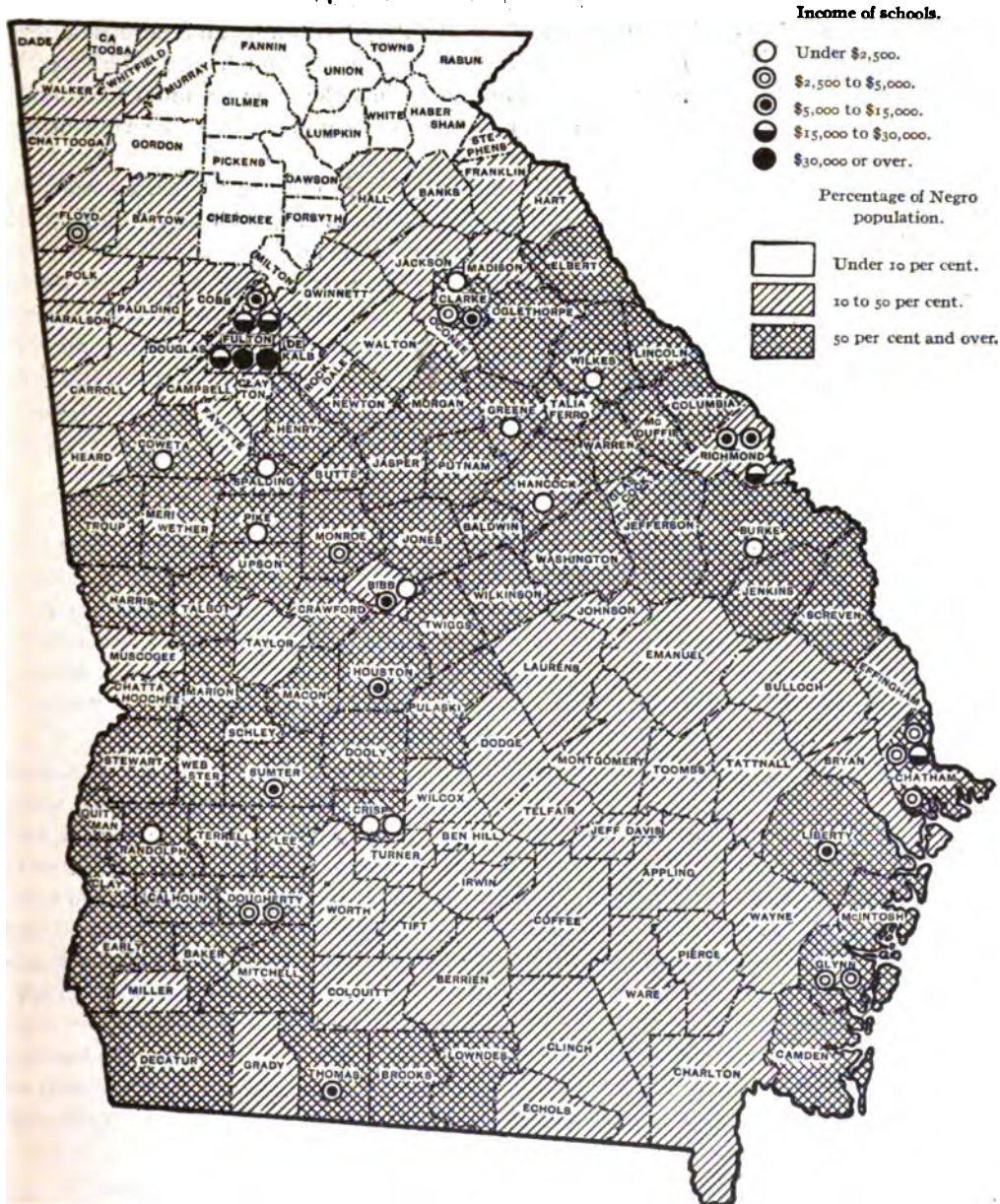
Attendance.—The United States census reported 282,070 colored children 6 to 14 years of age, of whom 156,258 were attending school. A study of the figures for the public and private schools shows that while a majority of the elementary colored pupils are in the public schools, a majority of the secondary and all of the college students are in private schools. The large majority of white secondary pupils, however, are in public schools, while those of collegiate grade are about equally divided between public and private institutions.

Elementary.—The inadequacy of the elementary school system for colored children is indicated by the fact that the attendance in both public and private schools is less than 56 per cent of the children of elementary school age. The average term of the public school is five and a half months. According to the report of the State superintendent of education, 70 per cent of the colored teachers hold a third-grade license or less, representing a preparation less than that usually given in the eight elementary grades. The 9,312 pupils in the private schools are fairly well taught, but their number is only a small part of the 156,258 children attending school and a still smaller fraction of the 282,070 children of elementary school age.

¹ Includes 149 college students.

² Includes 44 college students at Atlanta University.

³ Includes college students as follows: Morehouse College, 38; Clark University, 32; Morris Brown University, 10; Paine College, 14; Spelman Seminary, 11.



MAP 11.—PRIVATE SCHOOLS FOR NEGROES IN GEORGIA.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

Secondary.—There is only one public high school for colored people in Georgia. This school, at Athens, shares its building with the large elementary school. The Columbus Industrial School provides excellent industrial training and enrolls a few pupils in secondary subjects. The Cuyler Street School in Savannah also offers excellent facilities for industrial work and is planning to include some secondary training. There are probably 15 or 20 other schools that enroll a few pupils above the elementary grades.

Of the 2,278 secondary colored pupils in Georgia, 2,119 are in 32 private schools. Four-year courses are maintained in 17 of these private schools, with an enrollment of 1,847 pupils. The secondary work of the remaining 15 schools ranges from a few subjects above the elementary grades to a full three-year course. The courses of study in most of these schools follow closely the college preparatory or classical type. Some of the schools still require Greek and nearly all of them make Latin the central subject.

College.—While five private institutions in the State are offering college courses in addition to their elementary and secondary classes, the total number of college students in all these schools is only 149. With the exception of the 14 students in Paine College, Augusta, this enrollment is distributed among four schools in Atlanta.

Ministerial.—Gammon Theological Seminary, with its excellent plant and endowment, is undergoing a reorganization that will enable it to provide adequate training for ministers. Morehouse College offers a three-year course in theological subjects, and three other schools have a training course for ministers. A number of the secondary schools enroll a few ministers who take various combinations of elementary, secondary, and theological subjects. The ministerial enrollment of all of these schools, however, does not aggregate 200, and the teaching is largely formal. Very little effort is made to prepare the students to meet the needs of rural communities.

Teacher training.—The most urgent need of the colored schools in Georgia is trained teachers. The supply now depends almost entirely upon the secondary schools, most of which are private institutions. Only 13 of the private schools, however, offer a fair course in teacher training. Three others include one or two teacher-training subjects in their general courses. To supplement these facilities, an effort is now being made to develop county training schools. Through the cooperation of the Slater Fund and the General Education Board with the State department of education, two of these schools are now maintained. As yet, however, their work is almost entirely of elementary grade. They are county centers at which some secondary and industrial training may be supplied to those who plan to teach in the rural schools. The pupils in the graduating classes of all schools offering teacher-training number only 345, an annual output obviously inadequate to meet the need for teachers in a State with over 1,000,000 colored people and 4,000 colored public-school teachers.

Industrial.—The State Agricultural and Mechanical College at Savannah is the only institution able to teach trades. Twenty-two of the private schools give satisfactory industrial training in one or two lines and 9 others are making an effort to do industrial work. Practically all of the 22 schools have fairly good courses in cooking and sewing. The industrial training for boys is in most instances ineffective.

Agriculture.—The one school in Georgia that is genuinely agricultural in its aims, the Fort Valley High and Industrial School, is handicapped by small income. The school maintained by State and Federal funds for agricultural and mechanical training does not make effective educational use of its farm. The majority of the private schools fail to provide systematic training in agriculture. Seven of them have farms upon which the students work as laborers. The educational value of this labor varies with the institution. In the effort to acquire large farms most of the schools have overlooked the educational possibilities of a well-planned course in gardening. Nine of the private schools have some garden work.

Supervision.—Through the cooperation of the State department of education and the General Education Board, a white supervisor is maintained for the colored rural schools. This supervisor travels over the State observing educational conditions and encouraging all efforts for improvement. The more important agencies with which he cooperates are the Jeanes and Slater Funds and the Rosenwald Rural School Building Fund. In the summer of 1915 the State department of education cooperated with the summer school for colored people at Fort Valley.

Twenty counties in the State have Jeanes Fund supervisors traveling among the rural schools introducing industrial training and extending the influence of the school into the community. In 1915 the Jeanes Fund appropriated about \$4,500 and the counties \$1,140, while the supervisors raised about \$4,000 by appeals to the people. A considerable portion of the latter sum was contributed to the Rosenwald rural schools and the county training schools. The State supervisor reports that while it is impossible to secure the exact amounts spent by Negroes for school improvement, it is evident that their efforts are increasing in this direction every year. Especially is this true where the supervising teachers are at work. With the financial help of the General Education Board these supervisors and other agents have organized "home makers" clubs in 19 counties of Georgia. Nearly a thousand colored girls reported membership in these clubs in 1915, and several thousand women received instruction in the care of the home. Through their efforts over 75,000 quarts of fruits and vegetables were canned.

In the campaign for building rural schoolhouses for colored children conducted by the Rosenwald School Building Fund and the extension department of Tuskegee Institute, \$6,713 had been expended at the end of the school year 1916 and 6 new schoolhouses erected. Of this sum, \$1,800 was from the Rosenwald Fund, \$150 from the State, and \$4,763 from donations.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary school system. The only agencies able to meet this need are the State, the county, and the local public-school districts.

2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more summer schools and teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses adapted

to State standards. The State could aid in this work by furnishing a normal school centrally located.

3. More provision for instruction in gardening, household arts, and simple industries. In developing this work counties should realize the possibilities of the Jeanes Fund industrial supervisors.

4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 80 per cent rural.

5. The maintenance of industrial high schools in cities.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

BEN HILL COUNTY.

	White.	Negro.
Population, 1910.....	6,962	4,901
Children 6 to 14 years of age, 1910.....	1,333	1,054
Teachers' salaries in public schools, 1911-12.....	\$16,577	\$2,108
Teachers' salaries per child 6 to 14 in county.....	\$12.43	\$2.00
Percentage illiterate, 1910.....	5.7	29.2

The rural population is 51.2 per cent of the total. The average length of the public school term is 7 months for white pupils and 6 months for colored. The number of teachers is 48 in white schools and 16 in colored schools. The average attendance is 1,129 white pupils and 624 colored pupils.

These statistics indicate a need for additional school facilities. In order to furnish better secondary and industrial education the county, in cooperation with the Slater Fund and the General Education Board, is developing a training school at Queensland.

QUEENSLAND.

BEN HILL COUNTY TRAINING SCHOOL.

Principal: G. C. Thomas.

A school of elementary grade selected as a central institution to provide more advanced training for the pupils of the rural schools of the county.

Attendance.—Total, 185; all elementary; boarders 10.

Teachers.—Total, 4; all colored; male 1, female 3.

Organization.—The regular eight-grade course is provided, together with simple industrial work and gardening.

Financial, 1914-15.—The income amounted to \$1,725, of which \$750 was from the county, \$500 from the Slater Fund, and \$475 from the trustees and Baptist Association. Practically all the income was expended for salaries. The plant, estimated value, \$3,200, consists of 10 acres of land, a good frame building, and equipment worth about \$200.

Recommendation.—That the work be encouraged and additional facilities provided as the need appears for secondary work and teacher-training.

BIBB COUNTY.¹

	White.	Negro.
Population, 1910	29, 160	27, 481
Children 6 to 14 years of age, 1910	5, 338	5, 288
Percentage illiterate, 1910	3	21. 8

The rural population is 28.2 per cent of the total. The average length of the public-school term in the city is 9 months for both white and colored pupils. The number of teachers is 156 in white schools and 59 in colored schools. The average attendance is 4,091 white pupils and 3,400 colored pupils.

The public schools of Bibb County and the city of Macon are administered as a unit. The statistics of teachers' salaries were not obtainable by race, either by correspondence with the State department of education or directly with the city superintendent of schools. Such figures as are available, however, indicate a need for increased school facilities. Even in the city the schools for colored people do not offer instruction beyond the sixth grade. At present the Ballard Normal School, a private institution, maintains the higher elementary and secondary work for the city. The Central City College, a private school located in the suburbs, is of slight educational value to the community. The Catholic school is a useful supplement to the public-school system.

MACON.

BALLARD NORMAL SCHOOL.

Principal: R. C. Von Tobel.²

A school of elementary and secondary grade. It is the only colored high school in Macon, and one-third of its pupils are secondary.

The school was founded in 1865 by the Freedmen's Bureau. In 1868 the American Missionary Association of the Congregational Church assumed charge of the work and the school is now owned and supervised by that association.

Attendance.—Total, 362; elementary 238, secondary 124; boarders, 41. The reported enrollment for the year was 444.

Teachers and workers.—Total, 14; white 7, colored 7; male 3, female 11; grades 5, academic 5, industrial and matrons 3, music 1.

Organization.—The classes are well organized and good textbooks have been selected.

Elementary: Pupils are admitted as low as the fourth grade. In the seventh and eighth grades industrial work is required.

Secondary: The four-year secondary course is so arranged that pupils may elect the college-preparatory course with Latin or the teacher-training course with industrial work in the first two years, and teacher-training in the last two. Of the 58 pupils in the eleventh and twelfth grades, 18 were taking the Latin course and 40 the teacher-training course. The subjects required of all are: English, 4 years; mathematics, 3; history, 3; elementary science, 1.

Financial, 1912-13.—The financial management is under the supervision of the American Missionary Association and the accounts are fairly well kept. The more important items for the year were:

Income, excluding noneducational receipts	\$8, 492
Expenditures, less noneducational receipts	8, 492
Value of plant	33, 800

¹ See note on p. 185.

² White.

Sources of income: Tuition and fees, \$4,124; American Missionary Association, \$3,952; donations and other sources, \$416. The noneducational receipts excluded from the income amounted to \$2,206. Of this \$1,773 was from the boarding department and \$433 from sales of the shop.

Items of expenditure: Salaries, \$4,148; supplies for boarding department, \$2,157; equipment and supplies in other departments, \$1,915; repairs, \$968; power, light, and heat, \$640; student labor, \$304; other expenses, \$566.

*Plant.*¹—Land: Estimated value, \$5,000. The school owns about 3 acres of desirable city property. The land is in two parts on opposite sides of the street. The campus is small and little space is available for recreation purposes.

Buildings: Estimated value, \$27,400. There are seven buildings on the grounds, including a brick church, which serves as the school chapel. The main building is a large two-story brick structure. The other buildings are frame structures used for dormitories, domestic science, laundry, and teachers' residences. One or two of the buildings are old and badly in need of repair.

Movable equipment: Estimated value, \$1,400. The equipment consists of furniture for classrooms and dormitories and some equipment for shops and laundry.

Recommendations.—1. That the school be continued with increasing provision for teacher training both for city and rural teachers.

2. That the elementary pupils be gradually eliminated and the responsibility for their education placed upon the city of Macon.

3. That in its new location the school make better provision for laboratories, gardening, dormitories, and playground.²

Dates of visits: October, 1913; March, 1914. Facts verified, 1916.

CENTRAL CITY COLLEGE.

President: W. E. Holmes.

An elementary and secondary school with poor equipment and ineffective management. It was founded in 1899 by the State Colored Baptists' Convention and is owned by trustees who are members of the Baptist Church.

Attendance.—Total, 65; elementary 40, secondary 25. The attendance is larger in the winter months.

Teachers.—Total, 4; all colored. There are also two volunteer teachers.

Organization.—The 40 elementary pupils are scattered in small groups through the eight grades, and there are four classes for the 25 high school pupils. Latin is taught throughout the four high-school years and Greek in the last two years of high school. A little sewing is given in some of the classes.

Financial, 1913-14.—The financial management of the school is divided between a nonresident treasurer and the school president. This double system and the inadequate bookkeeping at the school make it impossible to obtain more than estimates of the income and expenditures. These estimates as given by the president were:

Income, excluding noneducational receipts	\$1,672
Expenditures, less noneducational receipts	1,672
Indebtedness	5,000
Value of plant	16,000

¹ Since date of visit the plant has been sold and preparations are being made to move the school to the outskirts of town.

² See recommendations in summary chapter, p. 22.

Sources of income: Donations, \$1,230; tuition and fees, \$307; other sources, \$135. The noneducational receipts were from the boarding department and amounted to \$628.

Items of expenditure: Salaries, \$1,800; other expenses, \$500.

Indebtedness: The indebtedness of \$5,000 is, for the most part, money due for back salaries and the general expenses of the school.

Plant.—Land: Estimated value, \$11,000. The school owns 235 acres of land just outside the city limits of Macon. Of this about 90 acres are cultivated.

Buildings: Estimated value, \$3,500. The main building is a large two-story residence of colonial design. A two-story structure of plain board construction is used for chapel and dormitory. The printing office is a one-story frame structure. There are several other small wooden buildings.

Movable equipment: Estimated value, \$1,500. The equipment consists of simple furniture for classrooms and dormitories and farm implements and live stock.

Recommendation.—That the plant be sold and the work transferred to some of the stronger Baptist schools of the State.

Date of visit: November, 1914.

BURKE COUNTY.

	White.	Negro.
Population, 1910.....	4,805	22,462
Children 6 to 14 years of age, 1910.....	969	5,524
Teachers' salaries in public schools, 1911-12.....	\$20,490	\$8,819
Teachers' salaries per child 6 to 14 in county.....	\$21.14	\$1.59
Percentage illiterate, 1910.....	4.2	38.2

The rural population is 90 per cent of the total. The average length of the public school term is 9.5 months for white pupils and 6 months for colored. The number of teachers is 41 in white schools and 82 in colored schools. The average attendance is 592 white pupils and 2,375 colored pupils.

These statistics indicate a need for increased school facilities. The work of the elementary schools should be extended and strengthened. In order to supplement the work of the public schools two private schools have been established in different parts of the county—the Boggs Academy at Keysville and the Haven Academy in Waynesboro. In 1915 the Freedmen's Board of the Methodist Episcopal Church withdrew from Waynesboro and arranged to lend the Haven Academy plant to the public authorities. Effort should be made by the county to develop this school as a central institution where pupils may supplement the training received in the rural schools. Since the Boggs Academy is located in a different section of the county, it should also be developed as a training school. It is now aided slightly by the county and is held in high regard by the white and colored people of the community.

KEYSVILLE.

BOGGS ACADEMY.

Principal: John L. Phelps.

An elementary rural school held in high regard by the white and colored people of the county. Connected with the school is a "farm-home" plan to help colored farmers buy land.

The school was founded by the Presbyterian Board of Missions for Freedmen and is owned and maintained by that board.

Attendance.—Total, 134; all below the tenth grade; boarders, 30.

Teachers.—Total, 6; all colored; male 1, female 5.

Organization.—All but eight of the pupils are in the elementary grades. These grades are taught by three teachers. The eight pupils in secondary subjects are taught by the principal and two other teachers, who also devote a part of their time to the instruction of elementary classes in cooking and sewing. Although there are 40 acres of land belonging to the school, a part of which is available for agricultural purposes, none of it is used for instruction.

Farm-home plan: The purpose of the "farm-home" plan is "to build up a self-supporting Negro community and strengthen the school numerically and financially without adding to the board's expense." The thousand-acre section has been divided into tracts varying in size from 10 to 40 acres, and it is planned to sell these tracts to colored farmers.

Financial, 1913-14.—An honest effort is made to account for funds received, but the method is crude. As far as can be determined from the records the more important items were:

Income, excluding noneducational receipts.....	\$1,427
Expenditures, less noneducational receipts.....	2,189
Indebtedness.....	1,000
Value of plant.....	14,000

Sources of income: Presbyterian Board, \$952; county, \$300; tuition and fees, \$120; contributions, \$55. The noneducational receipts amounted to \$650, of which \$500 was from the boarding department and \$150 from the farm.

Sources of expenditures: Salaries, \$935; supplies for boarding department, \$924; payment on debt, \$352; labor, \$265; repairs, taxes, and insurance, \$126; stationery, supplies, and printing, \$97; furniture, \$50; other expenses, \$90. The net deficit for the year was \$762.

Indebtedness: During the past two years the expenditures have exceeded the income. The indebtedness is for supplies and equipment.

Plant.—Land: Estimated value, \$1,000. The school owns 40 acres of land, of which about 30 acres are cultivated on a commercial basis. The school grounds present a neat appearance, but could be improved by shade trees and walks.

Buildings: Estimated value, \$11,300. There are four buildings: A two-story brick building used for the girls' dormitory and dining room; the classroom building, a two-story frame structure containing eight rooms; the president's home, a neat frame cottage; and an old one-story frame building to be used for shops. The dormitory rooms are well furnished, clean, and tidy. Each room has been furnished by individual friends of the school.

Movable equipment: Estimated value, \$1,700. The equipment consists mainly of furniture for classrooms and the dormitory.

Recommendations.—1. That the financial resources of the school be increased so that the community-school idea and the "farm-home" project may be carried out. There

is need for a farm supervisor who will cooperate with the principal; he should be trained in farming and have some experience in business and school work.

2. That the theory and practice of gardening, together with simple manual training, be made part of the regular school program.¹

Date of visit: March, 1915.

CHATHAM COUNTY.

	White.	Negro.
Population, 1910.....	35,675	43,981
Children 6 to 14 years of age.....	5,796	7,162
Teachers' salaries in public schools, 1915.....	\$116,617	\$25,090
Teachers' salaries per child 6 to 14 in county.....	\$20.12	\$3.50
Percentage illiterate, 1910.....	1.4	29.4

The rural population is 18.4 per cent of the total. The average length of the public-school term is 9 months for both white and colored pupils. The number of teachers is 147 in white schools and 71 in colored schools. The average attendance is 5,006 white pupils and 2,553 colored pupils.

These statistics indicate a very great need for increased school facilities in the county. The schools of the county and of the city of Savannah are administered as a unit. The Georgia State Industrial College is situated just outside of the city on a suburban street-car line. The Speedwell and Haven Home should be developed to serve as a home school for the girls of the surrounding country districts.

SAVANNAH.

The attendance in colored public schools in the city of Savannah is considerably below the number of children 6 to 14. None of the work is beyond elementary grade. Since Savannah was visited, however, the Cuyler Street School has been erected. This school is modern and well equipped and good industrial work is done. In the absence of any secondary work in the public schools the Beach Institute serves the city as a high school. Special effort should be made to renew the cooperation which once existed between this school and the public school system. The Central Park Normal and Industrial School, opened in 1915, should be developed to serve as a secondary and industrial school where pupils from the surrounding country districts may board and supplement the limited training received in the rural schools. Besides these two large schools there are four Catholic parish schools and a small independent school in the city.

BEACH INSTITUTE.

Principal: L. M. Rowland.²

A day school of secondary grade with four years of elementary work. It is the only high school for colored people in the city of Savannah.

The school was founded in 1867 by the American Missionary Association and for a time it was supported by the city of Savannah and taught by northern white teachers. Later it was dropped as a city school and taken over again by the American Missionary Association of the Congregational Church.

¹ See recommendations in summary chapter, p. 22.

² White.

Attendance.—Total, 154; elementary 92, secondary 62; of the secondary pupils, 11 were boys and 51 girls. The reported enrollment for the year was 156.

Teachers.—Total, 6; white 5, colored 1; male 5, female 1.

Organization.—Elementary: The elementary work covers the four upper grades. Instruction in cooking and sewing is given in the seventh and eighth grades.

Secondary: The four-year high school course is similar to the course outlined by the American Missionary Association. The subjects required are: History, 2 years; mathematics, 3; English, 4; biology, $\frac{1}{2}$; chemistry, 1; physics, 1; Bible, $\frac{1}{2}$. The electives and the number of pupils were: Latin, 27 pupils; pedagogy, 10; business, 2; household arts, 36; woodwork, 4. A few pupils elect both Latin and household arts. The provision for teaching manual training is inadequate.

Financial, 1913-14.—The finances are controlled by the American Missionary Association. A simple and effective system of accounting has been installed recently. The more important items for the year were:

Income, excluding noneducational receipts	\$3, 763
Expenditures, less noneducational receipts	3, 763
Value of plant	17, 000

Sources of income: American Missionary Association, \$1,594; tuition and fees, \$1,190; donations, \$818; other sources, \$161. The noneducational receipts amounted to \$200, of which \$155 was from room rent and \$45 from sales of industrial department.

Items of expenditure: Salaries, \$2,270; supplies for dining hall, \$735; student aid and labor, \$197; repairs, \$195; equipment, \$175; outside labor, \$163; water, light, and heat, \$157; other expenses, \$71.

Plant.—Land: Estimated value, \$4,500. The school land comprises two large city lots near the central part of the city. Very little space is available for recreation purposes.

Buildings: Estimated value, \$10,500. There are two buildings. The school building is a large two-story frame structure with basement. The other building is a neat house used as the principal's residence.

Movable equipment: Estimated value, \$2,000. There is good classroom furniture and some equipment for domestic science and industrial work.

Recommendations.—1. That the teacher-training course be strengthened by the addition of more pedagogy and practice teaching.

2. That the school be moved from the present crowded and undesirable neighborhood to a suburban section with street car facilities where adequate space may be provided for buildings, gardens, and playgrounds.

3. That the work be articulated with the public schools of Savannah and if possible be incorporated into the city school system.

Dates of visits: December, 1913; February, 1914. Facts verified, 1916.

CENTRAL PARK NORMAL AND INDUSTRIAL SCHOOL.

Principal: John W. Maxwell.

A school of elementary and secondary grade. It was founded in 1914 as a branch preparatory school of Morris Brown University and is owned by the African Methodist Episcopal Church.

Attendance.—Total, 105; elementary 80, secondary 25; boarders, 40.

Teachers and workers.—Total, 6; all colored; male 3, female 3.

Organization.—The regular eight elementary grades are fairly well taught. Secondary work is done in the two-year "normal" department. Industrial training is limited to a little manual work.

Financial, 1914-15.—As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$2,815
Expenditures, less noneducational receipts.....	1,675
Indebtedness.....	5,000
Value of plant.....	20,300

Sources of income: African Methodist Episcopal Church, \$2,000; general donations, \$265; tuition and fees, \$250; other sources, \$300. The noneducational receipts amounted to \$1,360, of which \$960 was from board and room rent and \$400 from farm and shops.

Items of expenditure: Salaries, \$1,365; supplies for boarding department, \$540; supplies for other departments, \$220; equipment, \$175; fuel, light, and water, \$100; traveling expenses, \$85; other expenses, \$500.

Indebtedness: The indebtedness of \$5,000 was for part of the cost of a building recently erected.

Plant.—Land: Estimated value, \$4,600. The school owns 23 acres of land, of which 5 acres are cultivated.

Buildings: Estimated value, \$15,000. There are two buildings, a large three-story brick building recently completed and a frame structure.

Movable equipment: Estimated value, \$700. The equipment consists chiefly of furniture.

Recommendations.—1. That the school be developed as an institution where pupils from the surrounding rural districts may board and receive more advanced training than that provided in the country schools.

2. That the work in manual training be strengthened, and the theory and practice of gardening be made part of the regular course.¹

THE HAVEN AND SPEEDWELL HOME.

Superintendent: Miss Viola Baldwin.²

A small elementary school with a boarding department for girls. The Haven Home in Savannah was sold in 1914 and temporarily combined with the Speedwell Home in the suburbs. The two institutions are owned by the Women's Home Missionary Society of the Methodist Episcopal Church.

Attendance.—Total, 65; all elementary; boarders, 17.

Teachers and workers.—Total, 4; white 2, colored 2.

Organization.—The regular eight elementary grades are taught in the day school. Two teachers are employed for this work. Good instruction in cooking, sewing, and general home training is provided for boarding pupils.

¹ See recommendations in summary chapter, p. 22.

² White.

Financial, 1913-14.—The income amounted to \$3,220, practically all of which was from the Women's Home Missionary Society. The expenditures were almost entirely for salaries.

Plant.—Estimated value, \$1,500. Of this, \$200 was in land, \$900 in the building, and \$400 in movable equipment. The school was being conducted in temporary quarters, but plans were under way to purchase land and erect a large building on the outskirts of the city.

Recommendations.—1. That the facilities for boarding students be increased.

2. That the industrial work be strengthened and a course in gardening added.¹

Date of visit: December, 1913. Facts verified, 1916.

GEORGIA STATE INDUSTRIAL COLLEGE.

President: R. R. Wright.

A secondary school with a trades department and a few pupils taking college studies. It is the Georgia "land-grant" institution for Negroes, established by act of the Georgia Legislature in 1890, as a "school for the education and training of colored students, in connection with the State University and forming one of the departments thereof." The control and management are vested in a board of commissioners appointed by the Governor. The school is located southeast of Savannah, near Thunderbolt, a suburb.

Attendance.—Total, 390; elementary 280, secondary 90, college subjects 20; male 310, female 80. There were 200 boarders, all boys.

Teachers and workers.—Total, 21; all colored; male 17, female 4; academic 10, industrial workers and matrons 11. The teachers are reasonably well prepared for high school work.

Organization.—Elementary: The elementary work is done in the "model school" of three grades and the "preparatory" department covering grades 4 to 8.

Secondary: The work above the elementary grades is subdivided into "normal" and "college" departments. The "normal" department is a three-year college preparatory course, including Latin, 4 years; English, 2½; mathematics, 4; elementary science, 3; history, 1; education, ½; physiology, 1.

The "college" curriculum of three years includes some high school and some college subjects.

Industrial: The trades department is equipped to teach carpentry, blacksmithing, and wheelwrighting, shoemaking, tailoring, painting, dressmaking, and domestic science. Classes in these subjects receive instruction three hours a day, five days in the week, during three school terms.

Agriculture: The agricultural department is equipped to do good work. According to the catalogue, "the work in this department in no way interferes with the prosecution of the regular literary studies." There seems to be little attempt to conduct the farming operations for educational purposes. Only three of the graduates of the school are reported as engaged in farming. Crops are raised on the farm on a commercial basis. The farm demonstration agent for several counties, who has his headquarters at the school, is doing good extension work.

¹ See recommendations in summary chapter, p. 28.

Financial, 1912-13.—Books are kept by the treasurer, who resides in the city. All school funds are under his supervision and all bills for the school, except those for the boarding department, are paid by him. The boarding department is conducted privately and figures for the department are not available. The more important items for the year were:

Income.....	\$25,369
Expenditures.....	23,830
Value of plant.....	68,449

Sources of income: Federal funds, \$16,667; State appropriation, \$8,000; interest on deposits, \$702. The noneducational receipts amounted to \$1,269, of which \$433 was from the dairy, \$398 from the shops, \$316 from the farm, \$81 receipts for fuel sold teachers, and \$41 insurance for fire loss.

Items of expenditure: Salaries, \$13,346; equipment, \$3,558; material and supplies, \$2,757; labor, \$1,744; repairs, \$1,367; fuel, light, and water, \$1,092; expenses for commencement, farmers' conference, and Macon fair, \$410; printing and advertising, \$365; expenses of members of commissions, \$163; books and stationery, \$103; office expenses, \$74; miscellaneous purposes, \$120.

Plant.—Land: Estimated value, \$6,776. The land comprises 86 acres, about 7 miles from Savannah. Of this, 51 acres are under cultivation and most of the remainder is used for campus. The school grounds are fairly well kept.

Buildings: Estimated value, \$58,253. There are 12 buildings, two of which are large brick structures. Most of the others are small frame structures used for shops and cottages for teachers' homes. The buildings are in good condition and the dormitories, which are maintained on the barracks plan, were clean and orderly.

Movable equipment: Estimated value, \$3,420, of which \$2,285 was in scientific apparatus, machinery, and furniture, \$885 in live stock, and \$250 in library books.

Recommendations.—1. That the normal and college departments be combined into a good teacher-training course especially adapted to the needs of rural districts.

2. That the extensive agricultural facilities be used for educational purposes and effort made to secure the cooperation and supervision of the State College of Agriculture.

3. That the boarding department be conducted by the school.

4. That the local attendance below the sixth grade be eliminated.

5. That the institution be moved to a more central part of the State.

Dates of visits: December, 1913; April, 1915.

CLARKE COUNTY.

	White.	Negro.
Population, 1910.....	11,502	11,767
Children 6 to 14 years of age, 1910.....	2,142	2,610
Teachers' salaries in public schools, 1911-12.....	\$37,900	\$8,231
Teachers' salaries per child 6 to 14 in county.....	\$17.60	\$3.15
Percentage illiterate, 1910.....	6.8	33.3

The rural population is 35.9 per cent of the total. The average length of the public school term is 6.5 months for white pupils and 5 months for colored. The number of teachers is 74 in white schools and 39 in colored schools. The average attendance is 1,601 white pupils and 1,209 colored pupils.

The need for increased school facilities indicated by these statistics would be emphasized if the figures for the city of Athens were excluded. The number of elementary schools should be increased and their work strengthened. The Model and Training School, the financial support of which is largely supplemented by private donations, serves the community by providing excellent elementary and industrial training.

ATHENS—R. F. D.

MODEL AND TRAINING SCHOOL.

Principal: Mrs. S. F. Harris.

A small elementary school doing good work in a rural community. The institution has exerted considerable influence for the improvement of the neighborhood.

The school was founded in 1903 by the principal. The property has been turned over to the county, and a small appropriation is made annually by the county board.

Attendance.—Total, 150. The work covers nine grades. Pupils above the fifth grade take cooking, sewing, basketry, and gardening. The reported enrollment for the year was 225.

Teachers.—Total, 3; all colored women.

Financial, 1913-14.—The income amounted to \$1,148, of which \$500 was from the Slater Fund, \$324 from the county, and \$324 from local contributions. Practically all the income was expended for salaries.

Plant.—Estimated value, \$1,500. The plant consists of 4 acres of land, a neat frame building, and equipment valued at \$300. The premises are well kept and attractive.

Recommendation.—That the county be urged to increase the support of this necessary work.

Dates of visits: October, 1913; December, 1914; May, 1915.

ATHENS.

	White.	Colored.
Population, 1910.....	8,593	6,316
Children 6 to 14 years of age, 1910.....	1,511	1,209
Teachers' salaries in public schools, 1911-12.....	\$32,113	\$5,620
Teachers' salaries per child in city.....	\$21.35	\$4.65
Percentage illiterate, 1910.....	6	32.2

The city furnishes for colored people three elementary schools and a high school enrolling elementary pupils. With some increase in equipment the schools could seat all the children of school age. The enrollment of 1,220 in 1913-14 was more than the number of children 6 to 14 in 1910, and 300 less than the 1913 State census of children 6 to 18. An additional elementary school would care for these pupils and relieve the crowding in the lower grades of the other schools. Effort should be made to provide manual training and school and home gardening for the elementary as well as the high school pupils.

With the addition of an elementary school private schools would become unnecessary in caring for the elementary and secondary pupils of the city of Athens. At the present time, however, the four private schools enroll 440 day pupils. Some of these pupils walk in from surrounding country districts; others board with families in the town and are enrolled as day pupils.

Since none of the private schools have the facilities for work of an essentially different character from that of the high school, it is evident that they would have a larger field of service if they were moved to another part of the State where they are more needed. The Jeruel Baptist School has a large constituency in the surrounding country and would have an open field in Monroe, Social Circle, or Hartwell. Since Knox Institute has no large denominational constituency, it is suggested that the management of the institution either work out a plan of cooperation with the city school system or move the school to one of the many points in Georgia in need of high-school facilities for colored pupils.

Two unimportant schools in the county are described at the end of this chapter. The Hyman Liana Home for the poorer classes is described in the summary of special institutions for the State.

ATHENS COLORED HIGH SCHOOL.

Principal: S. F. Harris.

A city high school with three years of secondary work above a seven-grade elementary system.¹ Provision is made for industrial work. The extension work has benefited the Negroes and aroused the interest of the white people.

Attendance.—Secondary, 40; there were also 281 elementary pupils in attendance.

Teachers.—Secondary, 5; male 2, female 3; academic 3, girls' industries 1. The other teacher divided his time between academic and industrial subjects. In addition there were 6 teachers of elementary grades.

Organization.—Elementary: Though the school was intended only to take care of grades 4 to 7, large primary grades were also housed in the building during the year 1913-14, and it was necessary to operate two grades in double sessions.

Secondary: In accordance with the Georgia public school plan, the grades above the seventh are considered as the high school. These grades are well taught. The subjects are the same as those in the corresponding grades of the white high school—Latin, Greek, history, literature, mathematics, English, physics, and chemistry. Little departure is made from the college preparatory type of studies.

Industrial: Cooking and sewing are effectively taught in a small adjoining building. There is a well-equipped manual training shop in charge of a good teacher.

Extension: The school operates an extension cooking school for the domestic servants and housekeepers of the city.

Plant.—The plant, estimated value \$15,000, consists of a lot and two frame buildings located in the center of a colored population. A large, well lighted frame building is used for classrooms and a small two-room house for domestic science.

Dates of visits: October, 1914; May, 1915.

JERUEL ACADEMY.

Principal: Rev. J. H. Brown.

A school of elementary and secondary grade with poor equipment.

The school was founded in 1881 by the Jeruel Baptist Association and it is owned and partly supported by that body. The American Baptist Home Mission Society aids and supervises the school.

¹ A fourth high-school year has been added since date of visit.

Attendance.—Total, 127; elementary 111, secondary 16; boarders, 23. About eight ministers come irregularly to study elementary subjects and the Bible. The reported enrollment for the year was 212.

Teachers.—Total, 9, all colored; male 3, female 6.

Organization.—Elementary: The usual eight grades are fairly well taught.

Secondary: The secondary course includes the traditional secondary subjects with four years of Latin and two of Greek. The small attendance and limited preparation of the pupils hardly justify the effort to maintain these courses.

Industrial: The industrial work is confined to a little sewing for the girls. The annual farmers' conference has a large attendance and is encouraged by officers of the University of Georgia.

Financial, 1912-13.—The accounts are kept in accordance with the requirements of the American Baptist Home Mission Society and the financial management is economical. The more important items for the year were:

Income, excluding noneducational receipts.....	\$4,334
Expenditures, less noneducational receipts.....	4,324
Value of plant.....	11,000

Sources of income: General donations from churches and individuals, \$2,635; American Baptist Home Mission Society, \$1,049; tuition and fees, \$650. The non-educational receipts were from the boarding department and amounted to \$1,808.

Items of expenditure: Salaries, \$3,493; power, light, and heat, \$1,030; materials and supplies, \$849; student labor, \$303; equipment, \$284; incidental expenses, \$62; repairs, \$34; advertising and soliciting, \$26; other items, \$51.

Plant.—Land: Estimated value, \$2,500. The school occupies a desirable site within the city limits. The campus presents a bare appearance.

Buildings: Estimated value, \$7,500. Lyons Hall, a three-story frame building, contains chapel, classrooms, and dormitory. The girls' dormitory is a two-story frame structure containing 16 rooms, kitchen, and dining rooms. The buildings are of poor construction and in need of repair.

Movable equipment: Estimated value, \$1,000. It consists of furniture for classrooms and dormitories.

Recommendations.—1. That the controlling boards consider removing this institution to a community where educational facilities are more needed.

2. That foreign languages be not allowed to crowd out teacher-training, gardening, and simple industrial training.¹

Dates of visits: October, 1913; May, 1915.

KNOX INSTITUTE.

Principal: L. S. Clark.

A school of elementary and secondary grade with limited provision for industrial training. The school was founded by the Freedmen's Bureau in 1868 and is owned by the American Missionary Association of the Congregational Church.

Attendance.—Total, 258; elementary 237, secondary 21; boarders, 27. The reported enrollment for the year was 376.

¹ See recommendations in summary chapter, p. 22.

Teachers.—Total, 13; all colored; male 2, female 11. The teachers received their training at Atlanta and Fisk, and are doing good classroom work.

Organization.—Elementary: The eight grades and kindergarten are taught by five regular teachers.

Secondary: A four-year secondary course is provided for very few pupils. The course includes Latin, 4 years; Greek, 1; mathematics, 3; biology, 1; English, 3; physics, $\frac{1}{2}$; history, 2; Bible, 1; music, $1\frac{1}{2}$; psychology, $\frac{1}{2}$; printing, 1; economics, $\frac{1}{2}$. Pedagogy and practice teaching may be elected in the last two years; an additional year of English is elective with chemistry. A commercial course is offered.

Industrial: Instruction in cooking and sewing is provided for the girls and manual training for the boys. All pupils from the fifth grade through the eighth grade take this work. In the secondary classes the courses are elective.

Financial, 1913-14.—The finances are supervised by the American Missionary Association. A simple and effective system of accounting has been installed at the school recently. The more important items for the year were:

Income, excluding noneducational receipts.....	\$5, 148
Expenditures, less noneducational receipts.....	5, 148
Value of plant.....	39, 500

Sources of income: American Missionary Association, \$3,444; tuition and fees, \$1,372; donations, \$110; other sources, \$222. The noneducational receipts were from the boarding department and amounted to \$1,707.

Items of expenditure: Salaries, \$3,128; supplies for boarding department, \$1,573; equipment, \$616; heat, light, and water, \$548; student aid and labor, \$444; academic supplies, \$119; repairs, \$116; outside labor, \$39; other expenses, \$272.

Plant.—Land: Estimated value, \$1,000. The land comprises two city lots on a hillside.

Buildings: Estimated value, \$25,400. There are two school buildings, a small house for boys' trades and the principal's cottage. The main building is a two-story brick structure with basement; the girls' dormitory is an old two-story frame structure. The buildings are well kept.

Movable equipment: Estimated value, \$4,100. The equipment consists of classroom and dormitory furniture and limited apparatus for teaching cooking and sewing.

Recommendation.—In view of other public and private schools in Athens, it is recommended that the controlling board develop a plan of cooperation with other schools.

Dates of visits: October, 1913; May, 1915.

COWETA COUNTY.

	White.	Negro.
Population, 1910.....	12, 531	16, 267
Children 6 to 14 years of age, 1910.....	2, 693	4, 223
Teachers' salaries in public schools, 1912.....	\$34, 236	\$7, 692
Teachers' salaries per child 6 to 14 in county.....	\$12. 71	\$1. 82
Percentage illiterate, 1910.....	6. 1	37. 4

The rural population is 80.7 per cent of the total. The average length of the public-school term is seven months for both white and colored pupils. The number of teachers is

88 in white schools and 66 in colored schools. The average attendance is 1,999 white pupils and 1,518 colored pupils.

These statistics indicate a need for increased public-school facilities. The work of the elementary schools should be extended and strengthened. In the town of Newnan, however, there is a fairly good public school for colored children, and the function of the private school should therefore be to furnish secondary and industrial work. A small boarding department should be developed in order that pupils from the surrounding districts may have the opportunity to supplement the training received in the rural schools.

NEWNAN.

MCCLELLAN ACADEMY.

Principal: F. Gregg.

An elementary day school giving some secondary work and industrial training for girls. The term is seven months. The school is owned by the Board of Missions for Freedmen of the Presbyterian Church.

Attendance.—Total, 78; elementary 65, secondary 13. The attendance increases in the winter months. The reported enrollment for the year was 95.

Teachers.—Total, 6; all colored; male 2, female 4. The teachers are well trained.

Organization.—The elementary grades are well taught. The curriculum includes Latin and algebra in the eighth, ninth, and tenth grades, and Greek in the tenth grade. Cooking and sewing are provided for the girls in the secondary as well as in the elementary grades. There is no industrial work for boys.

Financial, 1912-13.—As far as could be determined the more important financial items were:

Income	\$1,500
Expenditures	1,500
Value of plant	3,200

Sources of income: Presbyterian Board of Missions, \$1,250; tuition and donations, \$250.

Items of expenditure: Salaries, \$1,250; running expenses, \$250.

Plant.—The school is located on a town lot. There are two old frame buildings, one of which is used for school purposes and the other for the principal's residence. The interior of the school building is in good condition, but the outside appearance is bad.

Recommendations.—1. That the primary grades be gradually discontinued and the work of the school be centered on the upper elementary and high school grades.

2. That industrial work for boys and gardening for all pupils be added.¹

3. That a teacher-training course be developed so that pupils from the surrounding counties who are not able to go to Atlanta may be fitted to teach in the rural schools of the section.

4. That the school term be lengthened to nine months.

Date of visit: October, 1913.

¹ See recommendations in summary chapter, p. 22.

CRISP COUNTY.

	White.	Negro.
Population, 1910.....	7,806	8,616
Children 6 to 14 years of age, 1910.....	1,751	1,969
Teachers' salaries in public schools, 1911-12.....	\$20,900	\$2,450
Teachers' salaries per child 6 to 14, in county.....	\$11.93	\$1.24
Percentage illiterate, 1910.....	3.9	33.2

The rural population is 64.2 per cent of the total. The average length of the public-school term is 7 months for both white and colored pupils. The number of teachers is 64 in white schools and 25 in colored schools. The average attendance is 1,393 white pupils and 665 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be strengthened. The two private schools are needed to supplement the work offered by the inadequate public schools of the town. They would, however, be much more effective if they were combined and provision made for teacher training, gardening, and simple industrial courses.

CORDELE.

GILLESPIE NORMAL SCHOOL.

Principal: A. S. Clark.

An elementary school with a plant capable of accommodating a much larger number than are in attendance.

The school is owned and managed by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 137; elementary 123, secondary 14; boarders, 12. The reported enrollment for the year was 226.

Teachers.—Total, 6; all colored; male 3, female 3.

Organization.—Twelve grades are claimed, but only a limited amount of secondary work is provided. There is some instruction in sewing and woodwork.

Financial, 1913-14.—Income: Total, \$2,200. Of this, \$1,360 was from the Presbyterian Board, \$690 from board and tuition, and \$150 from other sources.

Expenditures: Total, \$2,200; teachers' salaries, \$1,360, running expenses, \$840.

Plant.—Estimated value, \$2,700. The property consists of three frame buildings and 14 city lots. Some of the buildings are dirty and in poor repair.

Recommendation.—That the Presbyterian Board unite with the Colored Methodist Episcopal Board and the public authorities in maintaining a good school for the training of teachers at Cordele.

Dates of visits: January, 1915; January, 1916.

HOLSEY NORMAL AND INDUSTRIAL INSTITUTE.

Principal: C. W. F. Phillips.

A small elementary school with a few pupils in secondary subjects. The school is owned by the South Georgia Colored Methodist Episcopal Conference.

Attendance.—Total, 128; boarders, 40. Most of the pupils were in elementary grades. The studies follow closely the regular grade courses in the public schools of the State. Three secondary grades, with 8 pupils, were reported.

Teachers.—Total, 5; all colored; male 2, female 3.

Financial, 1912-13.—The accounts are poorly kept. As far as could be determined the income amounted to approximately \$2,000. Of this, \$1,500 was from the Colored Methodist Episcopal Church and \$500 from tuition and fees. Of the expenditures, \$1,500 was for salaries, and \$500 for other expenses.

Plant.—Estimated value, \$6,000. The plant consists of 11 acres of land, two small frame buildings, and meager furniture for classrooms and dormitories.

Recommendation.—That the Colored Methodist Episcopal Board join with the Presbyterian Board and the public-school authorities in maintaining one good school for the training of teachers at Cordele.

Date of visit: January, 1915.

DOUGHERTY COUNTY.

	White.	Negro.
Population, 1910.....	3, 983	12, 049
Children 6 to 14 years of age, 1910.....	620	2, 526
Teachers' salaries in public schools in 1911-12.....	\$13, 089	\$6, 670
Teachers' salaries per child 6 to 14, in county.....	\$21. 11	\$2. 64
Percentage illiterate, 1910.....	1. 5	60. 4

The rural population is 48.9 per cent of the total. The average length of the public-school term is 6 to 7 months for white pupils and 5 months for colored. The number of teachers is 23 in white schools and 38 in colored schools. The average attendance is 672 white pupils and 1,859 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened.

ALBANY.

In the city of Albany the public school is developing fairly well, offering both secondary work and industrial training. With the development of this school the field for private institutions is limited to furnishing industrial and secondary facilities for pupils who wish to supplement the training provided by the rural schools. If the local interest displayed in the Albany Bible and Manual Training School could be effectively employed in its support and supervision, this school could be made to serve as a good central training institution for Dougherty County. Although the American Missionary Association school is a well managed institution, much of its work could be done by the city school. The public school authorities should be urged to increase the accommodations of the city schools so that the pupils in the American Missionary Association school may be taken care of, leaving the private institution to seek another field.

ALBANY BIBLE AND MANUAL TRAINING SCHOOL.

Principal: J. W. Holley.

An elementary school with a few secondary pupils and limited provision for industrial training. The work is in process of reorganization. Its plant and income are more extensive than the educational activities merit.

The school is owned by a board of trustees composed of influential white men of Albany and prominent citizens of Northern States. These men seem to have been too busy to supervise the work properly, however.

Attendance.—Total, 159; elementary 151, secondary 8. A boarding department is maintained.

Teachers.—Total, 8; all colored; male 5, female 3. In addition the wife of one of the men teachers gives part time to domestic science.

Organization.—The work covers 10 grades, a majority of the pupils being in the lower grades. Industrial training consists of a little cooking and sewing. Effort has recently been made to use the farm for agricultural instruction.

Financial, 1915.—The books have been audited since date of visit and a system of accounting has been installed. The auditor's statement covers the period from January 1 to September 30, 1915. While this period is not the school year, the figures of income and expenditure closely approximate those for the school year and are the most accurate obtainable. The auditor's budget for the school for 1915-16 is \$6,500. The more important figures for the nine months covered by the statement were:

Income, excluding noneducational receipts.....	\$4,254
Expenditures, less noneducational receipts.....	4,052
Indebtedness.....	6,510
Value of plant.....	30,255

Sources of income: Donations, \$3,450; loans to school, \$305; appropriations from county, \$240; Jeanes Fund, \$60; interest on investments, \$18; other sources, \$181. The noneducational receipts were from the boarding department and amounted to \$160.

Items of expenditure: Salaries, \$2,046; boarding department expenses, \$681; farm expenses, \$547; repairs to buildings, \$443; stationery, administration, and traveling expenses, \$415; insurance and interest, \$80.

Indebtedness: Of the indebtedness, \$4,638 was notes payable secured by mortgage on part of the land, \$1,222 was sums due tradesmen, and \$650 was amount due the principal and others.

Plant.—Land: Estimated value, \$8,755. The land comprises 122 acres near the town limits. A portion of the land is cultivated as the school farm.

Buildings: Estimated value, \$16,200. The main building is a three-story brick structure used for girls' dormitory, domestic science, and administration purposes. A large three-story frame building is used for classrooms and boys' dormitory. There are two small cottages used for teachers' and farm instructor's homes. Barns and farm sheds are valued at \$200. The frame building is badly in need of repair and is to be replaced by a new building.

Movable equipment: Estimated value, \$5,300. Of this about \$2,600 was in dormitory furniture, \$2,200 in farm equipment and live stock, and \$500 in classroom furniture.

Recommendations.—1. That the trustees endeavor to have the county aid in the support and management of this institution so that it may become the county teacher-training school.

2. That provision be made for teacher-training and manual work in wood.
3. That theory and practice of gardening be made a part of the regular course.¹

¹ See recommendations in summary chapter, p. 22.

4. That the books be audited annually by an accredited accountant.

Dates of visits: November, 1914; January, 1915; January, 1916.

ALBANY NORMAL SCHOOL.

Principal: Pierce M. Thompson.¹

An elementary school with small high school attendance. The classroom work is well done.

The institution was founded in 1870 by Rev. E. M. Cravath. It is owned and supervised by the American Missionary Association of the Congregational Church.

Attendance.—Total, 195; elementary 165, secondary 30. Of the secondary pupils 20 were girls and 10 boys; 6 were boarders.

Teachers.—Total, 10; all colored; male 2, female 8. The reported enrollment for the year was 281.

Organization.—The eight elementary grades are well taught. The secondary subjects include Latin, 4 years; English, 4; mathematics, 3; elementary science, 2; and history, 2. Some time is also given to music.

Industrial: The industrial training is limited to instruction in sewing for girls from the fifth grade through the second year of the high-school course.

Financial, 1912-13.—A simple system of bookkeeping has recently been installed. The financial management is controlled by the American Missionary Association. The more important items for the year were:

Income, excluding noneducational receipts.....	\$4,923
Expenditures, less noneducational receipts.....	4,923
Value of plant.....	11,700

Sources of income: American Missionary Association, \$3,252; tuition and fees, \$1,545; other sources, \$126. The noneducational receipts were from the boarding department and amounted to \$556.

Items of expenditure: Salaries, \$2,613; supplies for boarding department, \$1,248; equipment, \$730; light and heat, \$296; student aid and labor, \$284; academic supplies, \$95; repairs, \$74; other expenses, \$139.

Plant.—Land: Estimated value, \$2,000. The land comprises a 2-acre lot within the town limits.

Buildings: Estimated value, \$8,000. There are two frame buildings. The main building is three stories high and contains an assembly room and 14 classrooms. The other building contains 18 rooms and is used for teachers' home, dining room, and kitchen. The buildings are well constructed and in fairly good repair.

Movable equipment: Estimated value, \$1,700. The movable equipment consists of patent desks and other furniture for classrooms and furniture for teachers' home and dormitories.

Recommendations.—1. That the school strengthen its industrial features and add teacher-training to its secondary course.

2. That the American Missionary Association endeavor to have the public-school authorities provide for the elementary grades so that this institution may center on secondary courses.

Date of visits: October, 1913; January, 1914. Facts verified, 1916.

¹ Elected since date of visit.

FLOYD COUNTY.

	White.	Negro.
Population, 1910.	26, 248	10, 482
Children 6 to 14 years of age, 1910.	5, 493	2, 353
Teachers' salaries in the public schools, 1911-12.	\$47, 462	\$5, 619
Teachers' salaries per child 6 to 14 in county.	\$8. 64	\$2. 38
Percentage illiterate, 1910.	8. 7	29

The rural population is 67.1 per cent of the total. The average length of the public school term is five months for both white and colored pupils. The number of teachers is 123 in white schools and 37 in colored schools. The average attendance is 3,667 white pupils and 1,176 colored pupils.

These statistics indicate a need for increased school facilities. In the city of Rome, however, a fairly good public school is maintained. This school does some secondary and industrial work. The Baptist school should be developed as a central institution where pupils from the surrounding rural districts may board and supplement the training received in the public schools.

ROME.

ROME HIGH AND INDUSTRIAL SCHOOL.

Principal: J. H. Gadson.

A day school of elementary and secondary grade, giving some industrial training. Though the support is meager, the teaching is fairly good.

The school was founded in 1881 and is owned and controlled by two local Baptist associations.

Attendance.—Total, 79; elementary 61, secondary 18.

Teachers and workers.—Total, 6; all colored; male 3, female 3.

Organization.—Eleven grades are claimed, but no pupils are enrolled in the eleventh. Fairly good instruction in cooking and sewing is provided. The manual training in wood and iron is of slight value.

Financial, 1913-14.—The income amounted to approximately \$2,600, of which \$2,330 was from the Baptist Associations and contributions, and \$270 from tuition.

Plant.—Estimated value, \$2,500. The plant consists of 5 acres of land, four small frame buildings, and some classroom and dormitory equipment. Effort is being made to purchase a farm of 26 acres. The buildings are simple but in fairly good condition.

Recommendations.—1. That the school continue as a local school only so long as the public school facilities are inadequate.

2. That provision be made for teacher training and gardening and the industrial work strengthened.¹

Date of visit: February, 1915.

¹ See recommendations in summary chapter, p. 22.

NEGRO EDUCATION.

FULTON COUNTY.

There are no private schools for Negroes in Fulton County except those in Atlanta.

ATLANTA.

	White.	Negro.
Population, 1910.....	102,861	51,902
Children 6 to 14 years of age.....	16,086	8,011
Teachers' salaries in public schools, 1912.....	\$385,913	\$38,331
Teachers' salaries per child 6 to 14 in city.....	\$23.99	\$4.81
Percentage illiterate, 1910.....	2.2	20.9

The 11 public schools for Negroes in Atlanta have 81 rooms and 91 teachers. These schools have seating capacity for only half the Negro children between the ages of 6 and 14. Even with double sessions held in over a third of the rooms, only 6,000 Negro children of all ages are enrolled. This number is three-fourths of the number of children between the ages of 6 and 14. The number of pupils per teacher is 65. Some of the buildings are dangerously insanitary. No public high school is provided for Negroes.

The inadequacy of the Atlanta public schools for Negroes largely explains the presence of the numerous private elementary schools, and the geographic importance of Atlanta accounts for the location of the six large private schools in the city. The statistics of the private schools are as follows:

	Number of schools.	Attendance.	Income.	Value of property.
Total private schools.....	17	3,371	\$175,074	\$2,023,822
Large schools.....	7	2,348	162,217	1,972,422
Smaller schools.....	10	1,023	12,857	51,400

The denominations supporting the large institutions have selected Atlanta as the center of their educational efforts not only for Georgia but also for sections of neighboring States. While their aim is to offer secondary and college courses to students from any part of the country, over a third of the pupils in the higher classes come from Atlanta. If the elementary grades are included, fully half the pupils are from the city. In view of the lack of public provision for both teacher training and secondary education in Atlanta, these higher schools are rendering the city a valuable educational service. There can be but little doubt that the educational needs of Atlanta alone are large enough to justify the elementary and secondary activities of the large schools. The important question is not as to the need for their present work, but whether the efficiency of this work is as high as it might be. Is there a cooperation in their efforts? Are they making the best possible use of their equipment? Are they adapting their education to the needs of their pupils? The most striking illustration of the failure to cooperate is the effort of four of these schools to maintain college departments, with an attendance of 49, 44, 32, and 10, respectively. Spelman Seminary is the only school to depend on another institution for the collegiate training of its pupils. While some effort to cooperate has been made, little has been accomplished. In the use of equipment the schools are much limited by the lack of funds. Cooperation in this respect, however, would increase their efficiency materially. The adaptation of the educational efforts of these schools to the needs of their pupils should be determined by their double responsibility to the urban life of the Atlanta pupils, on the one hand, and to the rural

conditions of the pupils from other parts of Georgia on the other hand. With all the uncultivated land owned by these schools, it is reasonable to expect them to make some provision for the training of workers who will be prepared to meet the problems of a population 81 per cent rural.

The 10 small schools are justified only to the extent that they provide school accommodations for the large overflow of elementary pupils from the public schools. Six of the small schools are adjuncts of churches. Two are one-teacher schools supported entirely by pupils' fees. Two are maintained for the financial benefit of their principals, on the plea that they are giving industrial and normal training. With the development of an adequate elementary school system, the need for these schools would disappear. A description of each of these schools is given in its ownership group at the end of the State discussion. They are listed in the summaries of small Baptist schools, Catholic parish schools, small Episcopal schools, small independent schools, and miscellaneous small schools.

ATLANTA UNIVERSITY.

President: Edward T. Ware.¹

A teacher-training school of secondary and college grade. In spirit and aim it resembles the old-fashioned small college, but departs from this type in the recognition of recent movements in social studies and manual training. The institution has had large influence on the educational development of the colored people.

The school was founded in 1867 and for many years was under the supervision of the American Missionary Association. It is now owned and supervised by an independent board of trustees, well known for their ability and character.

Attendance.—Total, 586; elementary 182, secondary 360, college 44. Of the pupils above the elementary grades 130 were male and 274 female. Of those reporting home address 232 were from Atlanta, 111 from other parts of Georgia, and 56 from other States. There were 167 boarders and 26 from farm homes.

Teachers and workers.—Total, 33; white 29, colored 4; male 9, female 24; academic 19, music 2, industrial 4, administrative workers 5, matrons 2, and librarian. The close supervision which these teachers have exercised over the school work has developed thoroughness in the classroom and high standards of character in the pupils.

Organization.—Elementary: The kindergarten and the eight elementary grades are well taught. Most of the work is done by practice teachers of the normal course.

Secondary: The secondary work is divided into two groups, college preparatory, with 119 pupils, and teacher training, with 241 pupils. All secondary pupils are required to take cooking and sewing or manual training.

The college preparatory course covers four years. Latin is elective throughout. Civics, economics, and elementary science may be substituted. The other subjects are: English, 3 years; history, 1; mathematics, 3; Greek or English, 1. The selection of subjects indicates a regard for the needs of the pupils and a commendable freedom from the despotism of ancient languages.

The 241 normal pupils were doing five years of work, the first three years being known as the "normal preparatory" course and the other two years as the "normal" course.

¹ White.

The preparatory normal subjects are practically identical with those of the first three years of a college preparatory course. The two years' normal course includes review of elementary subjects, methods of teaching, observation, practice teaching, psychology, and the usual pedagogical subjects. Recently a fourth year has been added to the normal preparatory course, making provision for physics, mathematics, English, and history.

College: The 44 college students have choice of two courses: (1) Classics and philosophy; (2) science and mathematics. The subjects required of all, with the number of years given to each, are: Mathematics, 2; history, 1; economics and civics, $\frac{1}{2}$; sociology, 1; Bible, 1; philosophy and ethics, 1. In addition to these the classics course includes ancient language, 2 or 3 years; science, 1 or 2 years; modern language, 2 or 3 years. The science course adds science, 2 years, and modern language, 2 years. The maintenance of these courses for the small college enrollment is a heavy drain on the energy needed in the teacher-training work of the institution.

The Atlanta University Conference for the Study of the Negro Problems: The 19 annual sessions of the Atlanta Conference have been chiefly concerned with the compilation of data on the condition and progress of the American Negro. Careful students of the race problem make large use of the Atlanta Conference reports.

Free Kindergarten Association: The kindergarten association, composed of colored women of Atlanta, grew out of the mothers' meeting of the conference. Five free kindergartens are supported for destitute colored children. The teachers of the university supervise these mission kindergartens and use them as practice schools for their pupils.

Financial, 1912-13.—The financial records are carefully kept, but the system is inadequate. The more important items were:

Income, excluding noneducational receipts	\$44,794
Expenditures, less noneducational receipts	50,874
Indebtedness	37,354
Value of property	402,998

Sources of income: General donations, \$30,481; tuition and fees, \$6,858; endowment, \$4,252; Slater Fund, \$3,000; other sources, \$203. The noneducational receipts amounted to \$19,709, of which \$16,245 was from the boarding department, \$3,038 from the printing office and shops, and \$426 from the dairy.

Items of expenditure: Salaries, \$26,317; supplies for boarding department, \$10,481; equipment and materials, \$5,572; outside labor, \$5,449; repairs, \$5,281; power, light, and heat, \$5,017; student labor, \$2,012; advertising and soliciting, \$1,869; interest, \$1,451; taxes, \$1,309; other expenses, \$5,825.

Indebtedness: Of the indebtedness, \$19,844 was for current expenses; \$8,000 was in the form of mortgages; \$9,510 in other general liabilities.

School property: Of the property \$299,816 was in the plant and \$103,182 in endowment.

Plant.—**Land:** Estimated value, \$107,166. The school site consists of 60 acres of land located within the city limits, in the western part of Atlanta. The campus comprises about one-fourth of this area. It is well sodded, has cement and gravel walks, and is shaded by a number of trees. The remaining land is but slightly used. A small

garden area is cultivated, but most of this land furnishes pasture for a small dairy herd maintained on a commercial basis.

Buildings: Estimated value, \$158,450. There are eight brick buildings and a large barn. Stone Hall, value \$40,000, contains classrooms, administrative offices, and lecture hall. North and South Halls are dormitories, value \$33,250 and \$32,475, respectively. Other buildings include the library, value \$22,000; Oglethorpe Practice School, \$14,600; Knowles Industrial Building, \$7,500; Furber Cottage, the domestic-science building, \$7,500; barn, \$1,125. The larger buildings, erected over 30 years ago, are now in need of repair.

Movable equipment: Estimated value, \$34,200. Furniture, \$4,200; scientific apparatus, \$15,000; shop equipment, \$6,000; farm equipment and live stock, \$1,000; books in library, \$7,000; miscellaneous, \$1,000.

Recommendations.—1. That the training of teachers for city and country be made the central work of this institution.

2. That the neighborhood contact now represented by the Conference and the Free Kindergarten Association be encouraged.

3. That the plan to strengthen the manual-training department receive financial support, so that the good work of teacher training in this subject may be increased.

4. That the garden, hennery, dairy herd, and as much as possible of the extensive acreage of unused land be made to contribute to the preparation of teachers for rural districts.¹

5. That the college instruction be carried on in cooperation with other schools, thus avoiding the duplication of college courses for small classes.

Dates of visits: October, 1913; January, 1914; February, 1915.

CLARK UNIVERSITY.²

President: Harry A. King.³

A school of secondary grade with a few students in college studies and a large enrollment of elementary pupils. Thayer Home for girls is maintained in connection with the institution.

The institution was founded in 1870 by the Freedmen's Aid Society of the Methodist Episcopal Church, and is owned and managed by that society. The work is at present undergoing reorganization.

Attendance.—Total, 304; elementary 128, secondary 144, college 32, male 110, female 194. Of those reporting home address, 117 were from Atlanta, 57 from other places in Georgia, and 49 from other States. There were about 100 boarders and 23 from farm homes.

Teachers and workers.—Total, 17; male 8, female 9; white 5, colored 12; grades 4, academic 12, agriculture 1.

Organization.—The organization reflects the uncertainty of policy resulting from the frequent changes of administrative officers. The course of study is largely a copy of

¹ See recommendations in summary chapter, p. 22.

² Clark University, Thayer Home, and Gammon Seminary are owned and managed by different boards of the Methodist Episcopal Church. The institutions occupy a beautifully wooded area of land overlooking the city of Atlanta.

³ White; appointed since date of visit.

the one prepared by the Freedmen's Aid Society. No educational use is made of the 400 acres of fertile land belonging to the school.

Elementary: The elementary work covers the four upper grades.

Secondary: There are two secondary courses—the "college preparatory", with 40 pupils enrolled at the time of visit, and the "normal", with 104 pupils. The college preparatory course includes Latin, $2\frac{1}{2}$ years; mathematics, 4; English, 3; science, $3\frac{1}{2}$; history, 2; agriculture, 1. In the normal course agriculture is omitted, less time is given to languages and science, and psychology, methods, physiology, and manual training are added.

College: The college course consists of science, $4\frac{1}{2}$ years; English, 2; mathematics, $1\frac{1}{2}$; psychology, 1; Bible, 1; civics, 1; and sociology, 1. The number of teachers employed is insufficient to handle even this limited course. With a few exceptions the teachers have not the educational preparation for instruction in college grades.

Financial, 1912-13.—The bookkeeping system was inadequate and most of the financial items are estimates. As far as could be determined the chief items were as follows:

Income, excluding noneducational receipts.....	\$16,714
Expenditures, less noneducational receipts.....	15,559
Value of school property.....	329,200

Income: Freedmen's Aid Society, \$9,300; tuition and fees, \$3,494; general donations, \$800; other sources, \$3,120. The noneducational receipts were from the boarding department and amounted to \$3,093.

Items of expenditure: Salaries, \$8,297; supplies and sundry expenses, \$2,019; supplies for boarding department, \$1,941; labor, \$1,736; repairs, \$1,432; power, light, and heat, \$1,430; taxes, \$1,200; other expenses, \$597.

School property: Of the property \$102,500 was in the plant, \$225,000 in farm land, comprising 420 acres, which is rented out, and \$1,700 in endowment.

Plant.—Land: Estimated value, \$25,000. About 25 acres of the land owned is used for school purposes. The school receives but little income from the larger portion of this land. The campus is a magnificent grove, but very little attention has been given to the improvement of its natural beauty.

Buildings: Estimated value, \$74,000. Three of the buildings are large brick structures. The main building, three stories high, is used for recitations, library, offices, and boys' dormitory. A four-story brick building contains the dining hall and dormitory accommodations for about 100 girls. The science building, two stories high, is used for teaching chemistry and physics and as a lecture hall. There are also two small one-story brick structures. One of these is used for the blacksmith shop. The other was built and equipped for a creamery, but is not now in use. In addition to these there are the president's house and four frame cottages used for teachers' residences.

Movable equipment: Estimated value, \$3,500; furniture, \$3,000; farm equipment, \$300; library books, \$200. The scientific apparatus and shop equipment are negligible.

Recommendations.—1. That in view of the important geographical position of Clark University, its large physical equipment, its proximity to Gammon with its large endowment and to Thayer Home with its efficient management, the Freedmen's Board

continue its effort to reorganize the school as to its administration, teachers, and equipment.

2. That close cooperation be developed between Clark and Gammon so that the workers and equipment may be mutually helpful.

3. That such useful subjects as physiology, psychology, and agriculture be included in the college preparatory course as well as in the normal course.

4. That the extensive acreage of land and the dairy equipment be used to prepare teachers and workers for a Negro population 81 per cent rural.

Dates of visits: October, 1913; January, 1914; February, 1915.

THAYER HOME OF CLARK UNIVERSITY.

Superintendent: Miss Flora Mitchell.¹

A home school for girls maintained and managed by the Woman's Home Missionary Society of the Methodist Episcopal Church. It is well managed and effective. The work is a part of the educational activities of Clark University.

Attendance.—Total, 194; boarders, 41.

Teachers and workers.—Total, 7; all women; white 5, colored 2. All of the workers are well trained and devoted to their work.

Organization.—The girls boarding in the home receive training in household care and attend classes at Clark University. Instruction in cooking and sewing is also provided for the girls in Clark University. The course in sewing begins in the lower grades and covers eight years, with two lessons per week; each lesson is 45 minutes. Dress-making "has grown to be an independent department. It not only teaches its students to make their own dresses, but sends them forth equipped with a trade. It has a four-year course, the hours being from 9 a. m. to 4 p. m. four days in each week." Cooking "begins in the college preparatory and normal classes and covers a course of four years, each class having two lessons a week." The kindergarten has been in operation seven years. The aim of the department is to furnish training for the children and also a course of practical instruction for the benefit of young women who expect to become teachers.

Financial, 1913-14.—An annual appropriation of about \$4,000 from the Woman's Home Missionary Society is practically all the support the school receives. All of this is used for salaries and running expenses.

Plant.—Estimated value, \$13,500. The plant consists of 5 acres of land, a neat two-story frame building and good domestic science equipment. The building is clean and the entire plant is well kept.

Recommendations.—1. That this work be encouraged in every way possible.

Dates of visits: October, 1913; January, 1914; February, 1915.

GAMMON THEOLOGICAL SEMINARY.

President: P. M. Watters.¹

An institution with a large endowment devoted entirely to the training of ministers and with equipment and teaching force capable of standard theological work. Its management is progressive but handicapped by small attendance. "It cordially wel-

¹ White.

comes ministers and candidates of all evangelical denominations." Ample provision is being made for boarding pupils.

The institution was founded in 1882 through the efforts of Bishop W. P. Thirkield and the liberal endowment given by Mr. Gammon. It is now under the control of the Freedmen's Aid Society of the Methodist Episcopal Church and a self-perpetuating board of trustees.

Attendance.—Total, 78; male 75, female 3. There is much diversity among the students in scholastic preparation; 11 have had college education.

Teachers.—Total, 6; all male; white 4, colored 2. All the teachers are well trained.

Organization.—"It is the aim of the seminary to furnish a theological training which shall be most vitally related to the present-day demands of the Christian ministry, and which shall be the outgrowth of a thorough acquaintance with the English Bible." Two courses are offered. The "diploma course" requires a good English education for entrance and three years of study for graduation. The "degree course" requires the degree of A. B. for entrance, and three years of study, including two years of Greek, for graduation. Hebrew is elective. The curriculum provides courses in ethics, missions, sociology, and social service. No provision is made for the study of rural problems.

Extension work: The purpose of the Stewart Missionary Foundation, with an endowment of \$115,000, is to interest colored churches and schools in the African missions. This foundation has its headquarters at Gammon and maintains a representative there, who gives limited time to classroom instruction. Most of his time is spent in organizing mission groups in the large colored schools of the country and in the publication of articles concerning African missions.

Financial, 1912-13.—As far as could be determined the more important financial items were:

Income.....	\$27,000
Expenditures.....	18,141
Value of property.....	530,000

Source of income: Endowment fund, \$27,000. The income from the endowment is more than adequate to support the school. The unused balance is added to the endowment fund.

Items of expenditures: Salaries, \$12,000; water, light, and heat, \$1,216; labor, \$1,036; repairs, \$1,047; supplies and material, \$908; traveling expenses, \$508; books, \$404; equipment, \$357; student labor, \$336; printing catalogue, \$303; other expenses, \$69.

School property: Of the property \$420,000 was in endowment and \$110,000 in the plant.

Plant.—Land: Estimated value, \$17,000. The campus comprises 17 acres and is beautifully wooded and well kept.

Buildings: Estimated value, \$83,500. Gammon Hall, a large four-story brick building, contains offices, chapel, recitation rooms, and dormitory. The library building is of brick and stone construction; the dimensions are 68 by 48 feet. The main floor is used for the library; the basement contains the workroom. A handsome brick dining hall has been built recently. Other buildings are a two-story frame cottage used for the president's home and 14 small houses for married students.

Movable equipment: Estimated value, \$9,500. Furniture, \$5,000; library books, \$4,500.

Recommendations.—1. That the trustees recognize the importance of continuity in the administration of the seminary.

2. That the course in social conditions include rural economics, with the theory and practice of gardening.¹

3. That short courses in religion, sanitation, and urban and rural conditions be provided for ministers of limited training.

Dates of visits: October, 1913; January, 1914; February and May, 1915.

MOREHOUSE COLLEGE.

President: John Hope.

A young men's school of secondary and college grade, with classes in theology and an elementary department. It is the leading Baptist school of Georgia and holds high rank among the schools of the South.

- Under different names and on various sites it traces its history to the year 1867. It was organized on its present site in 1890. In 1913 the name was changed from Atlanta Baptist College to its present title as a tribute to Dr. H. L. Morehouse. The institution is owned by the American Baptist Home Mission Society. A self-perpetuating board of trustees acts in an advisory capacity.

Attendance.—Total, 277; elementary 110, secondary 111; college, not including Spelman students, 38; ministerial, 18. Of the higher pupils 31 were from Atlanta, 64 from other parts of Georgia, and 72 from other States. There were 150 boarders and 43 from farm homes.

Teachers and workers.—Total, 19; male 14, female 5; white 2, colored 17; grades 2, academic 11, religion 2, music 1, gardening 1, matron 1, medical adviser, 1. The teachers are devoted to the welfare of their pupils and command the confidence of the student body. The result is an enthusiasm and unanimity of spirit that are favorable to good work.

Organization.—Elementary: The grades are well taught; two periods a week of manual training are provided in each class.

Secondary: The secondary grades are "intended primarily to prepare men for college." The course includes: English, 3½ years; Latin, 4; Greek, 1; mathematics, 2½; botany and physical geography, 1; history, 1; civics, ½; physiology, ½. There are also short courses in music, Bible, and manual training. This preparatory course is required of all students. There are no elective courses.

College: All pupils entering the college are required to complete the foreign languages of the secondary course. The courses and the number of pupils in each were: English, 28; Latin, 22; German, 17; Bible, 15; chemistry, 14; mathematics, 13; ethics and sociology, 11; Greek, 10; history, 9; physics, 8; geology and education, 4; Greek and Latin training course, 4; church history, 1; and philosophy, 1.

Ministerial: There were 2 teachers and 18 students in the ministerial department. Owing to the limited preparation of the majority of the students and the great demand

¹ See recommendations in summary chapter, p. 22.

for colored ministers of even slight training, the simple theological courses offered serve a useful end.

Neighborhood union: The "Neighborhood union" is an organization of the colored women of Atlanta, started in 1908 by Mrs. John Hope, wife of the president, "for moral and social uplift of the communities in which the organization and its branches may be established." The union has made liberal use of the Morehouse equipment. It is now such an important factor in the philanthropic work of Atlanta as to attract the cooperation of many organizations.

Financial, 1912-13.—The system of accounts is good and the business management economical. The more important items were:

Income, excluding noneducational receipts.....	\$17,560
Expenditures, less noneducational receipts.....	18,050
Value of school property.....	182,139

Sources of income: American Baptist Home Mission Society, \$12,465; tuition and fees, \$2,860; general donations, \$1,185; endowments, \$1,050. The noneducational receipts were from the boarding department and amounted to \$7,513.

Items of expenditures: Salaries, \$11,728; supplies for boarding department, \$6,373; equipment and furniture, \$1,405; labor, \$1,349; repairs, \$1,254; materials in literary departments, \$1,028; power, light, and heat, \$580; advertising, \$73; other expenses, \$1,791.

School property: Of the property, \$155,200 was in the plant, \$21,800 in endowment, and \$5,139 in cash and supplies on hand.

Plant.—Land: Estimated value, \$34,800. The school grounds and campus comprise 13 acres of land near the western city limits. The grounds are neatly kept.

Buildings: Estimated value, \$102,000. There are four well-constructed brick buildings. Graves Hall, valued at \$28,000, contains dormitories and dining room. Quarles Hall, valued at \$14,000, contains classrooms, laboratory, and lecture room. Sales Hall, valued at \$40,000, contains shops, gymnasium, and baths in the basement, and classrooms, offices, library, and a chapel with a seating capacity of 700 on the upper floors. The president's house is a neat two-story brick structure, designed to harmonize with the other buildings. A two-story frame building contains the printing office and laundry. There is also a barn on the grounds.

Movable equipment: Estimated value, \$18,400. Of this, \$15,000 was in scientific apparatus and furniture; \$3,000 in books in library; and \$400 in live stock and farm implements.

Recommendations.—1. That the training of men to be ministers and teachers for a people 81 per cent rural be the first object of the school.

2. That the courses of study be strengthened by the addition of work in the physical sciences and the practical arts that relate to the economic welfare and sanitation of the pupils' home communities.

3. That college instruction be carried on in cooperation with other schools, thus avoiding the duplication of college courses for small classes.

Dates of visits: October, 1913; January, 1914; February, 1915.

MORRIS BROWN UNIVERSITY.

President: W. A. Fountain.

A school of secondary grade with a large elementary enrollment and several additional departments whose existence is more nominal than real.

The institution was founded in 1881 as Morris Brown College, opened in 1885 by the Georgia conference, and rechartered as a university in 1906. It is owned, maintained, and managed by the African Methodist Episcopal Church of Georgia. Its board of trustees is an unwieldy body of over 100 members, elected annually by the conference. The large membership is explained by the fact that each member is assessed to support the school.

Attendance.—Total, 508; elementary 235, secondary 177, nurse training 30, ministerial 53, commercial 3, college subjects 10. There were 186 boarders. Over half the pupils are from the city of Atlanta, and a tenth are from States other than Georgia.

Teachers and workers.—Total, 29; male 16, female 13, all colored; grades 6, academic 8, miscellaneous 15. Most of the teachers were trained at Morris Brown.

Organization.—An elaborate organization is claimed, involving 11 separate courses. Only the elementary and secondary work is at all effective, however. The other departments, with scant attendance and inadequate teaching force and equipment, are those of theology, college, science, commerce, music, nurse training, domestic science, and industrial training. Domestic science is fairly well taught.

Elementary: The elementary work is done in seven grades and a so-called subnormal class.

Secondary: The secondary pupils are in two groups, college preparatory with 21 pupils and normal with 156. The college preparatory course includes: Latin, 4 years; Greek, 3; mathematics, 3; English, 2; physics, 1; physical geography, 1; literature, 1; music, 1, and history, 1. The normal course includes the same amount of mathematics, 1 year less of Latin and Greek, and adds botany, chemistry, logic, and teacher training, the latter consisting of one course in school management. Little provision is made for such useful subjects as physiology, civics, and social studies. Quality and thoroughness seem to have been sacrificed to an elaborate curriculum.

Financial, 1912-13.—The financial management of the school is unsatisfactory. The president has charge of the board and tuition money. Practically no records are kept for the boarding department. The other funds are managed by the treasurer of the Morris Brown Educational System of the African Methodist Episcopal Church, which includes two other schools besides Morris Brown. The treasurer lives at Macon, Ga. As far as could be determined from the report of the treasurer the more important financial items were as follows:

Income, excluding noneducational receipts	\$12,583
Expenditures, less noneducational receipts	12,583
Indebtedness	18,000
Value of school property	150,000

Sources of income: Of the total income reported, \$7,863 was raised by the various church conferences throughout the State; \$2,904 was from tuition and fees; \$849 was rent from farm land; \$747 was from trustees' dues; and \$150 from a special bequest.

Items of expenditure: Salaries, \$11,218. Other expenses, \$1,335.

Indebtedness: Mortgage on part of school property, \$18,000. Much of this is due for land purchased recently.

School property: Value of plant, \$125,000; land near Macon, Ga., purchased for the future location of the school, \$25,000. There are 623 acres in the tract, some of which is rented out.

Plant.—Land: Estimated value, \$20,000. The school grounds comprise nearly 5 acres on an elevation of commanding view in a desirable residential section of the city.

Buildings: Estimated value, \$100,000. The main building is a large three-story brick, structure, valued at about \$70,000, used for girls' dormitory and all school activities. The boys' dormitory is a four-story brick building with basement, value about \$30,000. The exterior presented a neat appearance. The classrooms and dormitories seemed to lack supervision.

Movable equipment: Estimated value, \$5,000, practically all of which consists of dormitory and classroom furniture. There is no shop equipment and the scientific apparatus is negligible.

Recommendations.—1. That the double financial system be abolished.

2. That the trustees appoint a resident treasurer, who, with the president, shall keep the financial records in accordance with a system installed by an accredited accountant.

3. That the books be audited annually by an accredited accountant, who shall report to the board of trustees.

4. That the present unwieldy board of trustees intrust the immediate management of its duties to a small and responsible executive committee.

5. That the school organization be simplified and the energy of the institution be centered upon two or three departments.

6. That the trustees be encouraged to carry out their plan to transfer the institution to Macon, Ga., where the school can enlarge its industrial department and the higher courses will not be duplicated by other institutions.

Dates of visits: October, 1913; January, 1914; February, 1915.

SPELMAN SEMINARY.

President: Miss Lucy H. Tapley.¹

A girls' school of secondary grade with a large elementary enrollment. Its main work is the training of teachers. College students have access to the classes at Morehouse College. A limited amount of thorough industrial work is done. The school maintains a hospital for the training of nurses. Spelman is one of the most thorough schools for colored people in the South.

The school was founded in 1881 and is owned by an independent board of trustees and the American Baptist Home Mission Society. It receives appropriations from the General Education Board, the Woman's American Baptist Home Mission Society, and the Slater Fund.

Attendance.—Total, 595; elementary 330, secondary 195, college 11, special students in nursing and dressmaking, 59; boarders, 382. Of the pupils reporting home address, 72 were from Atlanta, 77 from other places in Georgia, and 83 from other States. The reported enrollment for the year was 631.

¹ White.

Teachers and workers.—Total, 51; male 1, female 50; white 48, colored 3; grade and critic teachers 10, academic 17, industrial 3, music 4, commercial 2, nurses 2, administrative workers 7, matrons 6. In addition there are visiting physicians in the nurse-training department. The teachers were trained in northern colleges and normal schools. Their thoroughness is reflected in the work and character of the pupils.

Organization.—Elementary: Elementary work is done in the normal practice school of eight grades.

Secondary: The pupils are in three groups. The English normal course, with an attendance of 144, consists of one year of review of elementary subjects and methods of teaching them, followed by three years of secondary work with special reference to preparation for teaching. The English-Latin course, with 28 pupils, is composed of the usual high-school subjects with liberal time for the study of the Bible. "During the high-school course there is instruction in vocal music, physical culture, drawing, sewing, cooking, and temperance." The teachers' professional department, 23 students, is for graduates of high schools who desire special preparation for teaching in elementary schools. The course covers three years and includes both matter and method in elementary school branches.

College: Arrangement has been made whereby pupils desiring college work attend Morehouse College. In return Spelman Seminary maintains a full-time instructor at that institution.

Nurse training: The nurse-training department, 18 in attendance, has a new, fully equipped hospital of 31 beds. Three years of service are required for graduation.

Industrial: The industrial courses include cooking, sewing, basketry, bench work, laundering, agriculture, printing, dressmaking, and millinery. All but printing, millinery, and dressmaking, which are elective, have short-time allotments in certain classes. Plain sewing is required in all classes from the second grade through the elementary department and one year in the high school. Dressmaking is elective to those who have finished plain sewing. Cooking is a three-year course with one period each week. Only dressmaking can be taken without some literary work. There were 41 girls who specialized in dressmaking.

Extension: An industrial teacher is employed to visit the county schools and assist the teachers in their industrial classes and neighborhood work. Monthly meetings of these teachers are held at the seminary.

Financial, 1912-13.—The books are carefully kept and audited annually. The business management is economical. The more important financial items were:

Income, excluding noneducational receipts.....	\$39,566
Expenditure, less noneducational receipts.....	27,574
Indebtedness.....	4,716
Value of property.....	364,585

Sources of income: General education board, \$15,000; Woman's American Baptist Home Mission Society, \$8,000; tuition and fees, \$6,186; Slater Fund, \$4,000; general donations, \$3,625; American Baptist Home Mission Society, \$1,500; endowments, \$1,255. The noneducational receipts amounted to \$38,895, as follows: Boarding department, \$30,172; books sold, \$3,047; trade school, \$1,759; hospital, \$2,015; farm, \$1,902.

Items of expenditure: Salaries, \$27,751; material and supplies, \$20,101; student labor, \$6,988; power, light, and heat, \$5,617; repairs, \$3,049; printing, stationery, and office expenses, \$1,148; care of buildings and grounds, \$1,053; equipment, \$760. The excess of income over expenditure was accounted for as funds held for special purposes, reserve fund for repairs, and amounts paid on the indebtedness.

School property: Of the property \$326,718 was in the plant, \$32,868 in endowment, and \$4,981 in cash and supplies on hand.

Indebtedness: Student credit balances, \$1,047; accounts payable for equipment and supplies, \$2,000; repairs, \$1,669.

Plant.—Land: Estimated value, \$40,000. The school has a beautiful campus of 20 acres on the western heights of Atlanta.

Buildings: Estimated value, \$250,000. The 10 brick buildings provide ample room for all departments. Of these, four are three-story buildings and five are two stories. A one-story building, 50 by 55 feet, houses the heating plant. MacVicar Hospital is a modern well-equipped building. Rockefeller Hall contains offices, the high-school department, and a chapel with a seating capacity of 1,000. Morgan, Packard, Morehouse, and Rockefeller halls furnish accommodations for 300 boarding students. The barn, shop, and superintendent's house are frame structures.

Movable equipment: Estimated value, \$36,718. Of this \$25,828 was in furniture, \$808 in scientific apparatus, \$1,555 in library books, \$1,209 in farm equipment and live stock, and \$7,318 in other equipment.

Recommendations.—1. That the liberal support for this good work be continued.

2. That more time be given to the theory and practice of gardening.¹

Dates of visits: October, 1913; January, 1914; February, 1915.

GLYNN COUNTY.

	White.	Negro.
Population in 1910.	5,939	9,774
Children 6 to 14 years of age, 1910.	1,088	2,041
Teachers' salaries in public schools in 1911-12.	(²)	(²)
Teachers' salaries per child 6 to 14 in county.	(²)	(²)
Percentage illiterate, 1910.	2.2	29.3

The rural population is 35.2 per cent of the total. The average length of the public school term is 7.7 months for white pupils and 6 months for colored. The number of teachers is 40 in white schools and 24 in colored schools. The average attendance is 838 white pupils and 651 colored pupils. These statistics indicate an urgent need for increased school facilities in the rural districts. The schools of Glynn County and the city of Brunswick are administered as a unit. The expenditure for teachers' salaries could not be obtained either by correspondence with the State department of education of Brunswick or with the county superintendent.

Though good work is done in the Brunswick public schools, the accommodations for colored pupils are insufficient. The St. Athanasius parochial school enrolls a large number of elementary and secondary pupils. It should center its efforts on secondary and industrial work for the city. The Selden Normal School, which has recently moved to the suburbs, should be developed as a central training institution where pupils may board and supplement the training received in the rural schools.

¹ See recommendations in summary chapter, p. 22.

² See footnote on p. 185.

BRUNSWICK.¹

SELDEN NORMAL SCHOOL.

Principal: H. A. Bleach.

A school of elementary and secondary grade. It was founded in 1903 and is owned by the Presbyterian Board of Missions for Freedmen. The school has an independent board of trustees. It is supported in part by the Presbyterian Board and until recently received small appropriations from the American Missionary Association of the Congregational Church.

Attendance.—Total, 130; elementary 90, secondary 40. There were 30 pupils boarding at the school.

Teachers.—Total, 9; all colored; male 3, female 6.

Organization.—Elementary: Pupils are admitted as low as the fourth grade. The elementary classes are fairly well taught.

Secondary: The three-year secondary course includes Latin, English, mathematics, agriculture, physiology, history, elementary science, psychology, and industrial work.

Industrial: Instruction in sewing and cooking is provided for all the girls. The industrial work for boys consists of farm labor.

Financial, 1914-15.—The books and records are kept in accordance with the requirements of the Presbyterian Board of Missions for Freedmen. The more important items for the year were:

Income, excluding noneducational receipts.....	\$3,920
Expenditures, less noneducational receipts.....	3,913
Value of plant.....	15,544

Sources of income: Board of Missions, \$3,013; tuition and fees, \$486; donations, \$277; rallies and entertainments, \$107; other sources, \$37. The noneducational receipts amounted to \$3,353, of which \$3,096 was from the boarding department and \$257 from the farm.

Items of expenditure: Supplies for boarding department, \$3,773; salaries, \$2,431; fuel and other supplies, \$491; outside labor, \$200; furniture, \$154; books, stationery, and postage, \$101; music department expenses, \$95; repairs, \$15; taxes, \$6.

Plant.—Land: Estimated value, \$5,000. The school land comprises 57 acres near the town. A part of the land is used for farm purposes.

Buildings: Estimated value, \$10,000. There are three buildings on the grounds. They are in good repair.

Movable equipment: Estimated value, \$544. The equipment consists chiefly of classroom and dormitory furniture.

Recommendation.—That the school make ample provision for teacher training and the theory and practice of gardening.²

Dates of visits: December, 1913; January, 1916.

ST. ATHANASIUS PAROCHIAL SCHOOL.

Principal: W. A. Perry.

A good elementary day school with a few secondary pupils. It supplements the inadequate public-school facilities.

¹ Since date of visit this institution has been moved to a rural community near Brunswick.

² See recommendation in summary chapter, p. 22.

The school was founded in 1888 by the American Church Institute for Negroes of the Protestant Episcopal Church. It is owned by the Episcopal diocese of Georgia and partially supported by the American Church Institute.

Attendance.—Total, 226. There were 15 pupils above the eighth grade.

Teachers.—Total, 14; all colored; male 1, female 13.

Organization.—The work covers 10 grades of regular academic work. In addition the girls have two hours a week in sewing and the boys above the sixth grade two hours in shoemaking.

Financial, 1912-13.—As far as could be determined the more important items were:

Income.....	\$3,624
Expenditures.....	3,624
Value of plant.....	10,000

Sources of income: American Church Institute for Negroes, \$1,800; Episcopal Board of Missions, \$1,000; tuition and fees, \$824.

Items of expenditure: Salaries, \$3,200; operating expenses, \$424.

Plant.—Land: Estimated value, \$1,000. The land consists of a large city lot.

Building: Estimated value, \$8,500. The only building is a neat two-story stucco building containing classrooms. There are no dormitory provisions.

Movable equipment: Estimated value, \$500. The equipment is limited to a small amount of classroom furniture.

Recommendations.—1. That the theory and practice of gardening be made part of the regular course and the industrial course strengthened.¹

2. That the secondary course provide for teacher training.

Date of visit: December, 1913. Facts verified, 1916.

GREENE COUNTY.

	White.	Negro.
Population, 1910.....	6,875	11,636
Children 6 to 14 years of age, 1910.....	1,476	2,843
Teachers' salaries in public schools in 1911-12.....	\$13,016	\$3,431
Teachers' salaries per child 6 to 14 in county.....	\$8.81	\$1.20
Percentage illiterate, 1910.....	2.8	47.4

The entire population is rural. The average length of the public school term is 6 months for white pupils and 5 months for the colored. The number of teachers is 39 in white schools and 37 in colored schools. The average attendance is 808 white pupils and 1,131 colored pupils.

These statistics indicate an urgent need for additional school facilities. The work of the elementary schools should be extended and strengthened. As a central training school where pupils may board and supplement the training received in the rural schools the Union Point Industrial School merits support.

UNION POINT.

UNION POINT NORMAL AND INDUSTRIAL SCHOOL.

Principal: Italy Le Conte.

An elementary school with a few boarding pupils. Through the activity of the principal, the school is doing much to encourage industry and thrift in the community and is well thought of by both white and colored people.

¹ See recommendations in summary chapter, p. 22.

The school was founded in 1904 by the principal and is owned and controlled by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 72; practically all elementary. The attendance increases after the cotton season. The reported enrollment for the year was 190.

Teachers.—Total, 5; all colored. The teaching force consists of the principal, his wife, and three other women, all fairly well trained.

Organization.—The classes are well taught. Instruction in cooking and sewing is provided for the girls. The boys work for pay on 6 acres of land owned by the principal.

Financial, 1912-13.—The total income of the school is about \$500. Of this sum \$366 comes from the Presbyterian Board and the balance from board and tuition. The full amount is expended in salaries.

Plant.—Estimated value, \$4,000. The plant consists of a two-story frame building, a quarter of an acre of land, and furniture valued at \$300.

Extension work.—The principal conducts a 6-acre model farm near the school and raises the best cotton of any farmer in the community. In 1913 he won the prize of \$25 for the best cotton, surpassing both white and colored competitors. He has also organized a farmers' union of colored men, which gives \$5 prizes annually for the largest ear of corn, the largest potato, and the fattest horse.

Recommendations.—1. That the Presbyterian Board use its efforts to have the school developed as a county training school.

2. That teacher training, manual training, and gardening be made a part of the regular course.¹

3. That the financial support be increased to extend the good work of the institution.

Date of visit: October, 1913. Facts verified, 1915.

HANCOCK COUNTY.

	White.	Negro.
Population, 1910.....	4, 917	14, 268
Children 6 to 14 years of age, 1910.....	1, 062	3, 940
Teachers' salaries in public schools, 1911-12.....	\$20, 396	\$4, 176
Teachers' salary per child 6 to 14 in county.....	\$19. 15	\$1. 05
Percentage illiterate, 1910.....	3	34. 8

The entire population is rural. The average length of the public school term is 7.7 months for white pupils and 6 months for colored. The number of teachers is 34 in white schools and 35 in colored schools. The average attendance is 549 white pupils and 1,401 colored pupils. These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Sparta Agricultural and Industrial School should be developed by the county as a central training institution.

¹ See recommendations in summary chapter, p. 22.

SPARTA.

SPARTA AGRICULTURAL AND INDUSTRIAL SCHOOL.

Principal: L. S. Ingraham.

A small elementary school owned by the county. It was founded in 1910 by the principal. In 1914 the building and 5 acres of land were transferred to the county board of education. The original trustees were all local white men of influence.

Attendance.—Total, 80; reported enrollment, 124; boys 57, girls 67. The course includes the eight elementary grades, with some provision for instruction in cooking and sewing. The boys do some work on the principal's farm adjacent to the school.

Teachers.—Total, 4; all colored; male 1, female 3.

Financial, 1914-15.—Annual reports of the school finances are made by the principal to the county superintendent, who is secretary and treasurer of the school. According to the report for the year ending May 30, 1915, the more important items were:

Income	\$1, 482
Expenditure	1, 482
Value of plant	2, 500

Sources of income: County board of education, \$500; Slater Fund, \$500; donations, \$414; tuition and fees, \$68.

Items of expenditure: Teachers' salaries, \$830; buildings and repairs, \$584; incidentals and supplies, \$68.

Plant.—Land: Estimated value, \$200. The land comprises 5 acres. A small part of this is cultivated as a garden.

Buildings: Estimated value, \$2,000. There are two frame buildings. The main school building is valued at \$1,750. The other is a small house used as dining room. The buildings are clean and in fairly good repair.

Movable equipment: Estimated value, \$300. The equipment consists of simple furniture for classrooms and a few tools and utensils.

Recommendations.—1. That the institution be made a central school for giving secondary and industrial training to the pupils of the county.

2. That teacher training and the theory and practice of gardening be made part of the regular course.¹

3. That aid for the institution be given under the direction of the State supervisor of colored schools.

Date of visit: November, 1913. Facts verified, 1916.

HOUSTON COUNTY.

	White.	Negro.
Population, 1910.....	6, 220	17, 388
Children 6 to 14 years of age, 1910.....	1, 244	4, 515
Teachers' salaries in public schools in 1911-12.....	\$14, 429	\$4, 410
Teachers' salaries per child 6 to 14 in county.....	\$11. 59	\$0. 97
Percentage illiterate, 1910.....	2. 5	40. 5

The rural population is 88.6 per cent of the total. The average length of the public-school term is 7 months for white pupils and 5.7 months for colored. The number of teachers is 48 in white schools and 71 in colored schools. The average attendance is

¹ See recommendations in summary chapter, p. 22.

1,050 white pupils and 1,588 colored pupils. There is evident need for a considerable increase in public-school facilities. A Jeanes Fund worker uses the Fort Valley High and Industrial School as headquarters, supervises the industrial work of the public schools, and organizes corn and canning clubs. The Fort Valley High and Industrial School is fairly well equipped to offer agricultural education to the colored pupils of the State.

FORT VALLEY.

FORT VALLEY HIGH AND INDUSTRIAL SCHOOL.

Principal: B. F. Hunt.

A school of elementary and secondary grade. The instruction in agriculture and industry is effective, though limited by lack of funds. Extension work is successfully done in the county.

The school was founded in 1893 and is owned by an independent board of white and colored trustees. It receives aid and supervision from the American Church Institute for Negroes of the Protestant Episcopal Church, the county, and the Slater Fund.

Attendance.—Total, 248; elementary 221, secondary 27; male 88, female 160; boarders, 96.

Teachers and workers.—Total, 15; all colored; male 6, female 9. In addition a Jeanes Fund worker, a farm demonstrator, and a Sunday-school worker make their headquarters at the school.

Organization.—Elementary: The elementary work covers the first seven grades, the "preparatory" year, and the first year of the "normal" course. One or two secondary subjects are given in the first-year normal class. A night school is maintained.

Secondary: Secondary work is done in the last three years of the "normal" course. The subjects constitute a mixture of simple high-school and teacher-training work. The course includes: English, 3 years; mathematics, 1; physics, 2; history, 1; Bible, $\frac{1}{2}$; psychology, 1; ethics, 1; practice teaching, 1.

Industrial: The boys have woodwork, bricklaying, and plastering, though little equipment is provided. Every girl learns to sew, cook, and wash, and each is expected to specialize in one of the subjects, the work being related to the dormitory and dining room of the institution.

Agriculture: Special stress is laid on agriculture. Both boys and girls take the classroom course.

Financial, 1912-13.—The school has an excellent system of accounting, the books are carefully kept, and the business management is economical. The books are audited annually and a financial report printed. According to the report for 1912-13 the more important items for the year were:

Income, excluding noneducational receipts.....	\$12, 448
Expenditures, less noneducational receipts.....	13, 556
Value of plant.....	46, 500

Sources of income: General donations, \$9,757; tuition and fees, \$748; county appropriation, \$600; American Church Institute (Episcopal), \$500; John F. Slater Fund, \$500; house rents, \$127; net proceeds of entertainments, \$88; other sources, \$128. The noneducational receipts were from the boarding department, industrial

department, and the farm. These receipts are not shown separately, but the cost figures of several of the departments are included as items of expenditure.

Items of expenditure: The net cost of the several departments, including salaries, was as follows: Maintenance of plant, \$3,851; publicity, campaign, and extension, \$2,296; academic and domestic science, \$2,232; administration, \$1,268; new equipment, \$1,259; industrial department, \$1,184; boarding department and laundry, \$621; agriculture department, \$594; other expenses, \$251. The total annual expenditure for salaries was \$5,837.

Plant.—Land: Estimated value, \$3,800. The school owns 35 acres of land, of which about 10 acres are in the campus and about 20 acres in the farm. The campus is well kept.

Buildings: Estimated value, \$36,500. The main building is a large three-story brick structure containing classrooms, office, and girls' dormitory. The chapel and boys' dormitory building is also a three-story structure. Several small houses and cottages are used for shops, residences, and other purposes. The buildings are in good repair and the rooms clean and well kept.

Movable equipment: Estimated value, \$6,200. The equipment consists of furniture and fairly good shop tools and farm implements.

Recommendations.—1. That sufficient funds be made available to enable the institution to extend its agricultural instruction.

2. That effort be made to develop this institution as a State normal school.

Dates of visits; October, 1913; March, 1915. Facts verified, 1915.

LIBERTY COUNTY.

	White.	Negro.
Population, 1910.....	4,569	8,355
Children 6 to 14 years of age, 1910.....	1,106	2,218
Teachers' salaries in public schools in 1911-12.....	\$9,964	\$3,504
Teachers' salaries per child 6 to 14 in county.....	\$9.00	\$1.57
Percentage illiterate, 1910.....	1.5	25.9

The entire population is rural. The average length of the public school term is five months for both white and colored pupils. The number of teachers is 44 in white schools and 46 in colored schools. The average attendance is 735 for white pupils and 1,102 for colored pupils.

These statistics indicate urgent need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Dorchester Academy serves as a central institution where the training given in the public schools may be supplemented. Though the two Presbyterian schools are only of minor educational value, they are needed as the only schools in their community. Effort should be made to strengthen the work and have the county assume control of them as public schools.

THEBES.

DORCHESTER ACADEMY.

Principal: J. F. De Castro.¹

A school of elementary and secondary grade with a boarding department. The classroom work is effective and the management is economical.

¹ White.

The school was founded in 1871 by the American Missionary Association of the Congregational Church and it is owned and supported by that Association.

Attendance.—Total, 281; elementary 261, secondary 20; boarders, 70. Of the pupils above the sixth grade, 13 were boys and 43 girls. The reported enrollment for the year was 300.

Teachers and workers.—Total, 13; white 10, colored 3; male 3, female 10; teachers 10, matrons 2; farm manager, 1.

Organization.—Elementary: The eight elementary grades are well taught.

Secondary: The subjects included in the secondary course are: English, 4 years; mathematics, 5; science, $2\frac{1}{2}$; history and civics, $2\frac{1}{2}$; education, 1; methods, $\frac{1}{2}$.

Industrial: Courses in cooking, sewing, woodwork, and agriculture are provided for all pupils, including those in the secondary grades. There is also practical work in gardening.

Financial, 1913-14.—The finances are controlled by the American Missionary Association. A simple and effective system of accounts has been installed recently. The more important items were:

Income, excluding noneducational receipts.....	\$5,789
Expenditures, less noneducational receipts.....	5,789
Value of plant.....	21,700

Sources of income: American Missionary Association, \$4,063; donations, \$1,047; tuition and fees, \$524; other sources, \$155. The noneducational receipts amounted to \$2,405, of which \$2,006 was from the boarding department and \$399 from farm and shop.

Items of expenditure: Salaries, \$4,110; boarding department supplies, \$2,188; student aid and labor, \$471; equipment, \$274; light and heat, \$229; repairs, \$180; academic supplies, \$121; other expenses, \$621.

Plant.—Land: Estimated value, \$1,000. The land comprises 105 acres about 7 miles from McIntosh, the nearest railroad station. About half of the land is improved and used for school campus, farm, and garden.

Buildings: Estimated value, \$17,000. The buildings are all of frame construction. They include the school building, principal's home, teachers' home, girls' dormitory, boys' dormitory, dining room and kitchen, laundry and shop. Most of the buildings are in fairly good repair. The dormitories are well kept.

Movable equipment: Estimated value, \$3,700. Most of the equipment is in classroom and dormitory furniture. There is fairly good equipment for sewing, cooking, woodwork, and simple agriculture.

Recommendation.—That the work be encouraged and provision for teacher-training and theory and practice of gardening be increased.¹

Date of visit: January, 1914.

¹ See recommendations in summary chapter, p. 22.

NEGRO EDUCATION.

MONROE COUNTY.

	White.	Negro.
Population, 1910	6,793	13,656
Children 6 to 14 years of age.....	1,470	3,586
Teachers' salaries in public schools, 1911-12.....	\$23,478	\$6,293
Teachers' salaries per child 6 to 14 in county.....	\$15.97	\$1.75
Percentage illiterate.....	4.0	40.7

The entire population is rural. The average length of the public school term is 8.5 months for white pupils and 6.2 months for colored. The number of teachers is 63 in white schools and 50 in colored schools. The average attendance is 1,170 white pupils and 1,254 colored pupils.

These statistics indicate the serious need for increased school facilities. The Forsyth Normal and Industrial Institute furnishes the only facilities for colored children in the town. Special effort should be made to reorganize the school so that it may serve as a central institution where pupils of the county may supplement the limited training received in the public schools.

FORSYTH.

FORSYTH NORMAL AND INDUSTRIAL INSTITUTE.

Principal: W. N. Hubbard.

An elementary school with 12 pupils in the ninth grade. It is owned and managed by the principal. A board of trustees, composed of local business men who do not have time to supervise the management of the school, acts in an advisory capacity. Title to the property is vested in the principal.

Attendance.—Total, 200. Of these only 12 are above the eighth grade. Varying statements of the enrollment have been given. An enrollment of 500 was reported in 1911; in 1912-13 the number reported to the Commissioner of Education was 433, but the number present at the time of visit indicates an average attendance of 200.

Teachers.—Total, 3; all colored. A blacksmith also gives some instruction.

Organization.—Classes range from the first grade through the ninth. Little time is given to industrial work or teacher-training.

Financial, 1912-13.—No financial records were to be had. The principal stated that his bookkeeper "ran off with all the accounts of the school." As far as could be determined from the printed report to the trustees the more important items were:

Income, excluding noneducational receipts.....	\$2,555
Expenditures, less noneducational receipts.....	2,555
Indebtedness.....	3,800
Value of plant.....	13,500

Sources of income: General donations for school purposes, \$819; county, \$791; tuition and fees, \$745; other sources, \$200. The noneducational receipts amounted to \$4,752. Of this, \$3,252 was donations toward a new building and \$1,500 was from the farm.

Items of expenditure: Salaries, \$2,225; new building, \$3,252; farm expenses, \$800; boarding department, \$720; fuel and other current expenses, \$310.

Indebtedness: The indebtedness of \$3,800 was incurred through the erection of the new building and is secured by a mortgage on the school plant.

Plant.—Land: Estimated value, \$5,000. The school owns a 7-acre tract of city property, used for campus, and 165 acres of farm land about a mile from the school. The campus is not well kept. The farm is cultivated on a commercial basis and figures given indicated that there was a net return of about \$700 on the operations for the year. Students do most of the farm work in return for board.

Buildings: Estimated value, \$7,000. There are two frame buildings. The old building is a poorly planned one-story structure.

Movable equipment: Estimated value, \$1,500. Of the equipment, about \$800 is in furniture for classrooms and dormitories and \$700 in farm equipment and live stock.

Recommendations.—1. That the property be turned over to the county, so that the plant may be used as a county training school.¹

2. That the theory and practice of gardening be made a part of the regular course.¹

3. That the 160 acres of farm land be sold and the proceeds used in paying the \$3,800 indebtedness.

Dates of visits: October, 1913; December, 1915.

MUSCOGEE COUNTY.

	White.	Negro.
Population, 1910.....	19,472	16,747
Children 6 to 14 years of age, 1910.....	3,563	3,605
Teachers' salaries in public schools, 1911-12.....	\$57,712	\$11,116
Teachers' salaries per child 6 to 14 in county.....	\$16.19	\$3.08
Percentage illiterate, 1910.....	4.3	32

The rural population is 43.3 per cent of the total. The average length of the public-school term is seven months for both white and colored pupils. The number of teachers is 98 in white schools and 47 in colored schools. The average attendance is 2,775 white pupils and 1,858 colored pupils.

These statistics indicate a serious need for additional school facilities in the rural districts. In the city of Columbus the public schools are efficient and progressive; they enroll a large percentage of the number of children 6 to 14 years of age. The one private school in the city is so far below the public schools in ideals and equipment that it is of little value to the community.

COLUMBUS.

COLORED INDUSTRIAL SCHOOL.

Principal: W. H. Spencer.

A city industrial school doing nine grades of work. The equipment and teaching force are excellent.

Attendance.—Total, 700. Most of the pupils are in elementary grades; a few in the eighth and ninth are taking secondary subjects.

Teachers.—Total, 17; all colored; male 3, female 14; kindergarten 2, grades 11, industrial 3, and principal.

¹ See recommendations in summary chapter, p. 22.

Organization.—The kindergarten and the nine grades are well taught. Some secondary subjects are given in the eighth and ninth grades.

Industrial: All pupils are required to take industrial work. Cooking, sewing, and laundering are provided for girls and manual training in wood and iron for boys. The equipment is modern and the spirit of the school is genuinely industrial.

Plant.—Estimated value, \$27,500. The plant consists of a city lot, a large two-story brick building with basement, and equipment valued at \$2,500.

Dates of visits: November, 1913; January, 1915.

PIKE COUNTY.

	White.	Negro.
Population, 1910.....	9,334	10,159
Children 6 to 14 years of age, 1910.....	1,961	2,756
Teachers' salaries in public schools, 1911-12.....	\$34,619	\$5,295
Teachers' salaries per child 6 to 14 in county.....	\$17.65	\$1.92
Percentage illiterate, 1910.....	4.4	43.4

The rural population is 84.3 per cent of the total. The average length of the public-school term is 7.5 months for white pupils and 7 months for colored. The number of teachers is 60 in white schools and 32 in colored schools. The average attendance is 1,493 white pupils and 1,045 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be increased and strengthened. A Jeanes Fund teacher travels in the county aiding the teachers in the rural schools to introduce industrial work and extend the influence of the schools on their communities. The Helena B. Cobb Home and School for Girls is a central institution where girls may supplement the limited training they have received in the rural schools.

BARNESVILLE.

HELENA B. COBB HOME AND SCHOOL.

Principal: Mrs. Helena B. Cobb.

A small home school for girls doing an effective work. It is nominally controlled by the Colored Methodist Episcopal Church; the management is vested in the principal.

Attendance.—Total, 183; all elementary; day pupils, 150; boarders, 33.

Teachers.—Total, 5; all colored women.

Organization.—The day school does elementary work for the children of Barnesville. The boarding pupils have daily assignments in cleaning, bed making, cooking, and sewing.

Financial, 1913-14.—As far as could be determined the income, exclusive of receipts from the boarding department, amounted to approximately \$1,500, of which \$1,000 was from donations and \$500 from tuition. Practically all of this was used for salaries and incidental expenses.

Plant.—Estimated value, \$4,000. The plant consists of about 3 acres of land, a two-story frame school building, two small cottages, and limited equipment for classrooms and dormitories. The buildings were clean and attractive.

Recommendations.—1. That the public authorities be urged to provide for the large enrollment of local elementary pupils.

2. That the accomodations for boarding pupils be extended.

3. That simple gardening and teacher training be added.¹

Date of visit: December, 1913.

RANDOLPH COUNTY.

	White.	Negro.
Population, 1910.....	5,854	12,986
Children 6 to 14 years of age, 1910.....	1,175	3,229
Teachers' salaries in public schools, 1911-12.....	\$19,055	\$4,848
Teachers' salaries per child 6 to 14 in county.....	\$16.21	\$1.50
Percentage illiterate, 1910.....	5.2	46.4

The rural population is 83 per cent of the total. The average length of the public school term is 7.7 months for white pupils and 5 months for colored. The number of teachers is 42 in white schools and 33 in colored schools. The average attendance is 932 white pupils and 1,040 colored pupils.

These statistics indicate a need for additional school facilities. In the town of Cuthbert the American Missionary Association furnishes a good building for the public school, and the elementary pupils are fairly well cared for. The African Methodist Episcopal Church, however, maintains a private school within two blocks of this public school. Unless this school can be developed as a boarding school so that pupils from the surrounding rural districts may attend, there seems to be little need for it in Cuthbert.

CUTHBERT.

PAYNE COLLEGE.

President: A. B. Cooper.

An elementary school with few secondary pupils. Its equipment is meager and the teaching force poorly prepared. The school is a part of the Morris Brown University System of the African Methodist Episcopal Church of Georgia. It operates under the charter allowing Morris Brown to establish branch schools and is controlled by the unwieldy board of trustees of that institution.²

Attendance.—Total, 97; elementary 87, secondary 10. The reported enrollment for the year was 160.

Teachers.—Total, 6; all colored; male 2, female 4.

Financial, 1913-14.—The finances are controlled through the Morris Brown Educational System and no books are kept at the school. The boarding department is conducted by the president, and figures for the department are eliminated. As far as could be determined the more important items were:

Income.....	\$2,050
Expenditure.....	2,050
Indebtedness.....	1,600
Value of plant.....	10,000

Sources of income: Morris Brown Educational System, \$1,750; tuition, \$300.

Items of expenditure: Teachers' salaries, \$1,660; running expenses, \$390.

Indebtedness: The indebtedness is in the form of mortgage on the school property.

Plant.—Land: Estimated value, \$1,000. The land comprises 11 acres near the town limits. The grounds are poorly kept. None of the land is utilized for gardening or agricultural purposes.

¹ See recommendations in summary chapter, p. 22.

² See p. 221.

Buildings: Estimated value, \$8,500. There are two frame houses and a two-story brick building. The buildings are poorly constructed and in need of repair.

Movable equipment: Estimated value, \$500. The movable equipment consists of furniture and classroom fixtures.

Recommendation.—In view of the proximity of a public school which enrolls about 300 pupils, this school should be reorganized as a county training school.

Date of visit: October, 1913. Facts verified, 1915.

RICHMOND COUNTY.

	White.	Negro.
Population, 1910.	30,447	28,390
Children 6 to 14 years of age, 1910.	4,976	4,792
Teachers' salaries in public schools, 1911-12.	\$104,440	\$16,794
Teachers' salaries per child 6 to 14 in county.	\$20.98	\$3.50
Percentage illiterate, 1910.	3.7	22.6

The rural population is 22.9 per cent of the total. The average length of the public school term is 8.8 months for both white and colored pupils. The number of teachers is 153 in white schools and 57 in colored schools. The average attendance is 5,840 white pupils and 2,430 colored pupils.

There are no private schools in Richmond County outside of the city of Augusta.

AUGUSTA.

The public school system of the county and city are administered as a unit, and the expenditures of city schools are not separated from the total for the county. There are four public schools for Negroes in Augusta. These schools have 30 teachers and fair industrial equipment. In none of them, however, does the work go beyond the seventh grade. They enroll a fairly large proportion of the children 6 to 14 years of age. It therefore appears that there is not a serious need for private elementary schools in the city, and the private schools now doing elementary work should gradually adopt the policy of abandoning their elementary grades and centering their work on secondary and teacher training courses. Haines Institute does excellent secondary work. As the only institution for colored people maintained by the Southern Methodist Church, Paine College should be developed. Its teacher-training and industrial work should be strengthened, and its facilities extended so that it may serve as a central institution where pupils from the schools of the Colored Methodist Episcopal Church may receive advanced training. In its present condition Walker Baptist Institute is of slight educational value to the community and should be moved to a section of the State where its elementary and secondary facilities are needed.

HAINES NORMAL AND INDUSTRIAL SCHOOL.

Principal: Miss Lucy Laney.

A secondary school with a large elementary enrollment. Two-thirds of the pupils are girls. The management is effective. The wise administration of the principal has won for the school the confidence of both white and colored people.

The school was founded by the principal in 1886. It is affiliated with the Presbyterian Board of Missions for Freedmen, but has an independent board of trustees. Title to the property is vested in the Presbyterian Board.

Attendance.—Total, 860; elementary 711, secondary 149; male 289, female 571. Of the pupils above the eighth grade, 84, were boarders. Of those reporting home address, 65 were from Augusta, 47 from other places in Georgia, and 35 from other States; 17 were from farm homes and 132 from city homes.

Teachers.—Total, 22; all colored; male 4, female 18; academic 19, industrial 2, music 1. The teachers are well prepared and doing thorough work.

Organization.—Elementary: There are eight grades and kindergarten.

Secondary: The secondary course requires English, 4 years; mathematics, 4; and history 3. Elective subjects included: Latin, taken by 91 pupils; French, taken by 31; German, 26; Greek, 17; psychology, 21, physics, 16; physiology, 14; chemistry, 9; history and civics, 19; sociology, 6.

Industrial: Instruction in cooking and sewing is provided for the girls, and manual training and gardening for boys. Because of lack of funds the industrial courses for boys are inadequate.

Financial, 1912-13.—The accounts of the school are honestly kept, but the system is inadequate. The more important items were:

Income, excluding noneducational receipts.....	\$8,835
Expenditures, less noneducational receipts.....	9,692
Value of plant.....	50,000

Sources of income: Presbyterian Board, \$4,595; tuition and fees, \$1,690; general donations, \$1,561; entertainment, \$989. The noneducational receipts were from the boarding department and amounted to \$3,751.

Items of expenditure: Supplies for boarding and other departments, \$6,751; salaries, \$4,554; fuel, light, and water, \$976; equipment, \$596; labor, \$480; repairs, \$86.

Plant.—Land: Estimated value, \$10,000. The main grounds comprise a city block. Teachers' cottages are located on separate lots across the street from the main grounds. The campus space is not adequate to the need of the school.

Buildings: Estimated value, \$35,000. There are two large brick buildings and several smaller structures. Some of the buildings are in need of repair.

Movable equipment: Estimated value, \$5,000. The movable equipment consists chiefly of furniture for classrooms and dormitories. Additional equipment is urgently needed for the scientific laboratory and the industrial department.

Recommendations.—1. That the trustees and Presbyterian board endeavor to obtain increased financial support for the valuable work this institution is doing.

2. That emphasis on foreign languages be not allowed to limit the time for teaching training and elementary science.

3. That the courses in theory and practice of gardening and simple manual training be strengthened.¹

4. That the elementary grades be gradually discontinued and the energies of the school centered on secondary work.

Dates of visits: October, 1913; March, 1915. Facts verified, 1916.

¹ See recommendations in summary chapter, p. 22.

PAINE COLLEGE.

President: D. E. Atkins.¹

A school of secondary grade with pupils in college and theological subjects. Some provision is made for teaching household arts and gardening. It is one of the few private schools owned and taught by Southern white people.

The institution was founded in 1884 by the Methodist Episcopal Church South and receives support from the board of education of that denomination. The board of trustees is composed of the ministers and laymen of both the Southern Methodist and of the Colored Methodist Episcopal Churches. There is active cooperation in the management of the institution between these white and colored denominations.

Attendance.—Total, 202; elementary 82, secondary 97, college classes 14, theology 9. A large proportion of the pupils board at the school.

Teachers and workers.—Total, 19; white 6, colored 13; male 8, female 11; grade teachers 4, academic 7, music 3, cooking and sewing 3, agriculture 1, administrative 1.

Organization.—Elementary: Elementary work is done in grades 4 to 8. The teaching is effective.

Secondary: The secondary subjects are divided into two courses—the “normal” with 79 pupils and the “college preparatory” with 18 pupils. The subjects of the college preparatory course are: Latin, 2½ years; Greek, 1; French, ½; English, 3; mathematics, 3; elementary science, 2; history, 1; Bible, 1½; music, 1½; psychology, ½; agriculture, 1; and physiology. The subjects of the “normal” are: Latin, 1½ years; English, 2½; mathematics, 2; elementary science, 2½; history and civics, 1½; music, 1½; psychology and ethics, 1; philosophy, 1; reviews, 1; agriculture, 1½. The history courses are limited. Instruction in hygiene is omitted from the “normal” course and is inadequate in the college preparatory course.

Collegiate: The principal subjects studied in collegiate classes are Latin, Greek, French, and German. The time devoted to history, ethics, and sociology in the course amounts to little more than a year. To these is added some instruction in elementary science.

Theological: The students devote some time to the study of such subjects as systematic theology, church history, New Testament, Greek, and Christian sociology.

Industrial: The industrial training of girls includes instruction in cooking and sewing. Some training in the theory and practice of gardening is provided for young men.

Financial, 1913-14.—The financial management is economical, and the system of accounting is simple and effective.

Income, excluding noneducational receipts.....	\$23,050
Expenditures, less noneducational receipts.....	22,083
Value of property.....	125,000

Sources of income: Church appropriations and contributions, \$18,500; general donations, \$2,500; endowment funds, \$1,400; tuition and fees, \$650. The noneducational receipts amounted to \$4,000 of which \$3,500 were from the boarding department and \$500 from the farm.

¹ White; elected since date of visit.

Items of expenditure: Salaries, \$14,898; supplies for boarding department, \$3,500; student labor, \$2,335; repairs and additions to buildings and equipment, \$2,500; farm material and supplies, \$500; other expenses, \$2,350.

School property: The school property consists of \$100,000 in the plant and \$25,000 in endowment.

Plant.—Land: Estimated value, \$40,000. The land comprises 17 acres within the residence section of the town. About 10 acres are used for instruction in agriculture and school gardening. The campus is well kept and attractive.

Buildings: Estimated value, \$55,500. There are two large brick buildings, two large frame buildings and several smaller frame structures and cottages. The main building is a substantial four-story brick structure used for recitations, chapel and offices; the girls' dormitory is a three-story brick building; the president's home, a neat frame house, contains 10 rooms; a two-story frame building and four cottages are used for boys' dormitories; other frame houses are used for teachers' home, domestic science, and carpenter shop.

Movable equipment: Estimated value, \$4,500. The movable equipment consists of \$1,850 in furniture, \$850 in farm equipment and live stock, \$500 in scientific apparatus, and \$300 in shop equipment.

Recommendations.—1. That the plan of the controlling churches to make Paine College the central school for the denomination be encouraged.

2. That the course of study make larger provision for history and social studies and simple manual training.

3. That dormitory facilities for the young men be improved.

4. That the financial support be increased.

Dates of visits: October, 1913; March, 1915.

WALKER BAPTIST INSTITUTE.

President: G. W. Hill.¹

A secondary school with large elementary enrollment. The plant is in bad repair. The instruction is not adapted to the needs of the pupils.

The school was founded in Waynesboro, Ga., in 1888 and moved to its present site in 1894. It is owned and partly supported by a board of 78 trustees selected by the Walker Baptist Association. It receives aid and supervision from the American Baptist Home Mission Society.

Attendance.—Total, 190; elementary 148, secondary 42; male 67, female 123; boarders, 60. Over half the pupils in the higher grades were from Augusta. The reported enrollment for the year was 294.

Teachers and workers.—Total, 13; all colored; male 2, female 11; grades 5, academic 5, sewing 1, matron 1, commercial 1.

Organization.—Elementary: Elementary work is done in the usual eight grades.

Secondary: The two secondary courses are the "college preparatory course," enrolling 17 students, and the "normal course," enrolling 25. The college preparatory course includes: Latin, 4 years; Greek, 1; English, 5; mathematics, 3; physics, 1; history, 1; civics, $\frac{1}{2}$; hygiene, $\frac{1}{2}$; psychology, 1. The normal course includes: Latin, 2 years; English, 5; mathematics, 3; physics, $\frac{1}{2}$; history, 2; civics, $\frac{1}{2}$; psychology, 1;

¹ Elected since date of visit.

education, $\frac{1}{2}$. There is no equipment for teaching science and insufficient time is allotted to history. Hygiene is omitted entirely from the normal course and is given half a year only in the college preparatory course.

Industrial: A small amount of instruction in sewing and basketry is provided for girls.

Financial, 1912-13.—The financial management is in the hands of the president. The accounts are not systematically kept and very little information was obtainable. The president reported the following as the more important items for the year.

Income, excluding noneducational receipts.....	\$6,900
Expenditures, less noneducational receipts.....	6,900
Indebtedness.....	13,000
Value of plant.....	27,500

Sources of income: Colored churches and individuals, \$4,000; tuition and fees, \$2,400; American Baptist Home Mission Society, \$500. The noneducational receipts were from the boarding department and amounted to \$1,600.

Items of expenditure: Salaries, \$3,500; other expenses, \$5,000. No detail or explanation of the expenditures was given.

Indebtedness: Of the indebtedness \$12,000 was in the form of mortgage on the school property and \$1,000 was bills due for current expenses.

Plant.—Land: Estimated value, \$6,000. The school grounds comprise eight city lots, or about $2\frac{1}{2}$ acres. Very little campus space is provided.

Buildings: Estimated value, \$20,000. The main building is a two-story frame structure, containing classrooms, offices, and a few rooms used as the boys' dormitory. A four-story brick building containing 32 rooms is used for the girls' dormitory, chapel, and dining room. A small two-room frame house serves as the president's office. The buildings were erected without plans; they have dark interiors, an awkward arrangement of stairways, and in general show disregard for many of the requirements of economy and convenience.

Movable equipment: Estimated value, \$1,500. The movable equipment consists of furniture for classrooms and dormitories. There is no mechanical equipment or scientific apparatus.

Recommendations.—1. That the plant be sold and the institution moved to a section of Georgia where the educational need is more urgent.

2. That the curriculum be reorganized to make provision for teacher training, gardening, and simple industrial work.

Dates of visits: November, 1913; March, 1915.

SPALDING COUNTY.

	White.	Negro.
Population, 1910.....	9,680	10,060
Children 6 to 14 years of age, 1910.....	1,847	2,393
Teachers' salaries in public schools, 1911-12.....	\$25,761	\$3,099
Teachers' salaries per child 6 to 14 in county.....	\$13.94	\$1.29
Percentage illiterate, 1910.....	7.7	37.5

The rural population is 62.1 per cent of the total. The average length of the public school term is 7 months for white pupils and 5 months for colored. The number of teachers is 54 in white schools and 30 in colored schools. The average attendance is 1,784 white pupils and 1,340 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. With proper support and supervision the Cabin Creek High School might be made a good central training institution where pupils of the surrounding country districts could supplement the training received in the public schools.

GRIFFIN.

CABIN CREEK HIGH SCHOOL.

Principal: A. Z. Kelsey.

A small elementary school with a few secondary pupils. It was founded in 1908 by the local Baptist Association and is controlled by a board of 60 trustees, one representing each church in the association.

Attendance.—Total, 135; elementary 130, secondary 5; boarders, 20. The course covers ten grades.

Teachers.—Total, 3; all colored; male 1, female 2.

Financial, 1913-14.—The income amounted to \$1,285, of which \$600 was from the Baptist Association and \$685 from tuition and donations.

Plant.—The plant, estimated value \$8,000, consists of 6 acres of land, a brick building, and six frame cottages. The equipment was valued at \$500.

Recommendations.—1. That the Baptist association endeavor to have the county take over the work and develop a training school.¹

2. That industrial work and gardening be required subjects.¹

Date of visit: December, 1913.

SUMTER COUNTY.

	White.	Negro.
Population, 1910.....	7, 847	21, 243
Children 6 to 14 years of age, 1910.....	1, 533	5, 067
Teachers' salaries in public schools, 1911-12.....	\$25, 742	\$9, 355
Teachers' salaries per child 6 to 14 in county.....	\$16. 79	\$1. 84
Percentage illiterate, 1910.....	2. 6	33. 6

The rural population is 72.3 per cent of the total. The average length of the public-school term is 9 months for white pupils and 6 months for colored. The number of teachers is 63 in white schools and 54 in colored schools. The average attendance is 1,594 white pupils and 2,162 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising industrial teacher travels through the county helping the teachers in rural schools to do industrial work. The Americus Institute serves as a central institution in which pupils may supplement the training received in the rural schools. The Masonic Orphans' Home is described in the summary of special institutions.

¹ See recommendations in summary chapter, p. 22.

AMERICUS.

AMERICUS INSTITUTE.

Principal: M. W. Reddick.

A small secondary school with some elementary pupils. Good management is seriously handicapped by lack of funds.

The school was founded in 1897 by the present principal and is owned by a board of colored trustees selected by a local association of colored Baptist churches. It receives aid and supervision from the American Baptist Home Mission Society.

Attendance.—Total, 98; elementary 61, secondary 37; male 42, female 56; boarders, 75. The reported enrollment for the year was 200.

Teachers and workers.—Total, 14; all colored; male 6, female 8; grades 2, academic 4, girls' industries 2, farm 1, music 1, matron 1, commercial 1 principal and an office worker.

Organization.—Elementary: Elementary work is given in grades 4 to 8, and the instruction is fairly effective.

Secondary: Secondary work is done in a four-year "preparatory" course and includes Latin, 4 years; Greek, 1; English, 5½; mathematics, 3; science, 1¼; history and civics, 1½; Bible, 1¼; psychology, ½; education, ½; agriculture, ¼; book-keeping, ½.

Industrial: Instruction in cooking and sewing is provided for the girls. Industrial work for boys is limited to the farm labor performed by the boarding pupils.

Financial, 1912-13.—The accounts are kept in accordance with the requirements of the American Baptist Home Mission Society and with a fair degree of care. The more important items reported for the year were:

Income, excluding noneducational receipts.....	\$13, 213
Expenditures, less noneducational receipts.....	13, 545
Indebtedness.....	10, 924
Value of plant.....	36, 400

Sources of income: Donations and miscellaneous, \$10,263; Woman's American Baptist Home Mission Society, \$850; American Baptist Home Mission Society, \$800; tuition and fees, \$700; Slater Fund, \$600. The noneducational receipts amounted to \$3,253, of which \$3,121 was from the boarding department and \$132 from the farm.

Items of expenditure: Supplies for boarding department, \$4,230; salaries, \$3,978; advertising and soliciting funds, \$3,606; equipment for farm, \$1,857; outside labor, \$637; repairs, \$578; supplies for academic department, \$524; equipment for boarding department, \$511; material and supplies for the farm, \$481; power, light, and heat, \$396.

Indebtedness: Of the indebtedness, \$9,621 is in the form of bills due tradesmen and \$1,303 in back salaries due the teachers.

Plant.—Land: Estimated value, \$2,100. The school owns 7 acres of land. A small part of this is used as the school farm. The campus is shaded with large pines, but is otherwise unattractive.

Buildings: Estimated value, \$29,000. There are five poorly-constructed frame buildings and two cottages. The main building contains chapel, classrooms, and principal's office. Three 3-story buildings, containing 18 rooms each, are used for dor-

mitories. Two of these are for girls and one for boys. The dining hall building contains dining room, kitchen, and storeroom. The principal's home is a neat cottage. The other cottage is used for the laundry.

Movable equipment: Estimated value, \$5,300. Of the movable equipment \$3,000 is in furniture, \$1,900 in shop and farm implements, and \$400 in library books.

Recommendations.—1. That foreign languages be not allowed to take the time of such important subjects as teacher training, hygiene and sanitation, nature study, and social science.

2. That the theory and practice of gardening and simple industrial training for boys be made part of the regular course.¹

3. That more generous financial support be provided so that the good work of the institution may be extended.

Dates of visits: November, 1913; February, 1916.

THOMAS COUNTY.

	White.	Negro.
Population, 1910.....	11,984	17,086
Children 6 to 14 years of age, 1910.....	2,570	4,130
Teachers' salaries in public schools, 1911-12.....	\$29,233	\$7,630
Teachers' salaries per child 6 to 14 in county.....	\$11.37	\$1.84
Percentage illiterate, 1910.....	3.2	36.8

The rural population is 76.9 per cent of the total. The average length of the public school term is six and one-half months for white pupils and six months for colored. The number of teachers is 93 in white schools and 46 in colored schools. The average attendance is 2,054 white pupils and 1,159 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Allen Normal School serves as a good central institution in which girls may board and supplement the training received in the rural schools. Effort should be made to provide facilities for boys. There is such pressing need at this point for a school giving secondary and industrial training that if the American Missionary Association should decide to abandon its work in Albany, the support now going to the Albany school should be transferred to Thomasville. These two small schools are described in the summaries of small independent and small Episcopal schools for the State.

THOMASVILLE.

ALLEN NORMAL SCHOOL.

Principal: F. M. Jencks.²

A school of elementary and secondary grade with large elementary enrollment and a boarding department for girls. Special emphasis is placed on teacher training and class work is effective.

The institution was founded in 1885. It is owned and supervised by the American Missionary Association of the Congregational Church, and its affairs are economically managed.

¹ See recommendations in summary chapter, p. 22.

² White. Elected since date of visit.

Attendance.—Total, 209; elementary 174, secondary 35; male 44, female 130; boarders, 33. The reported annual enrollment was 403.

Teachers.—Total, 12; white 10, colored 2; all women; teachers of academic subjects 10, industrial subjects 2.

Organization.—Elementary: The eight elementary grades are well taught. The primary grades are especially large.

Secondary: The secondary pupils have the regular four-year high-school course. The subjects required are: English, 4 years; mathematics, 3; history and civics, 3; Bible, 1½; music, 1½; education, 1; methods and review, 2; and practice teaching, 2. The electives in the eleventh and twelfth grades are teacher training, reported by 8 pupils; Latin, reported by 8; and chemistry, reported by 5.

Industrial: The industrial work includes instruction in sewing, cooking, and some training in rug weaving and chair caning. A little woodwork is done by the boys and a small garden is maintained.

Financial, 1913-14.—The finances are controlled by the American Missionary Association. A simple and effective system of accounts has been installed recently. The more important items for the year were:

Income, excluding noneducational receipts.....	\$5, 468
Expenditures, less noneducational receipts.....	5, 468
Value of plant.....	19, 200

Sources of income: American Missionary Association, \$2,968; tuition and fees, \$1,957; donations, \$543. The noneducational receipts amounted to \$2,827, of which \$2,433 was from the boarding department and \$394 from outside sales.

Items of expenditure: Salaries, \$2,798; supplies for boarding department, \$2,341; student aid and labor, \$943; general supplies, \$587; light, heat, and water, \$404; repairs, \$354; equipment, \$318; outside labor, \$16; all other expenses, \$534.

Plant.—Land: Estimated value, \$2,000. The land comprises 12 acres on the edge of town. Most of the land is used for campus.

Buildings: Estimated value, \$15,000. The school building is a two-story frame structure; a large three-story frame building is used for dormitory; other buildings are the shop and the teachers' cottage. The buildings are well kept and in fairly good state of repair.

Movable equipment: Estimated value, \$2,200. The equipment consists of good, plain schoolroom and dormitory furniture, limited industrial equipment, and a small library.

Recommendations.—1. That the work be encouraged and effort made to have the public school provide for the elementary grades.

2. That the theory and practice of gardening be introduced and manual training for boys be strengthened.¹

Date of visit: January, 1914. Facts verified, 1916.

¹ See recommendations in summary chapter, p. 22.

WASHINGTON COUNTY.

	White.	Negro.
Population, 1910.....	10,781	17,393
Children 6 to 14 years of age, 1910.....	2,279	4,496
Teachers' salaries in public schools, 1911-12.....	\$13,363	\$3,266
Teachers' salaries per child 6 to 14 in county.....	\$5.86	\$0.72
Percentage illiterate, 1910.....	5.9	36.1

The rural population is 90.6 per cent of the total. The average length of the public-school term is six and one-half months for white pupils and five months for colored. The number of teachers is 80 in white schools and 79 in colored schools. The average attendance is 1,608 white pupils and 2,277 colored pupils.

These statistics indicate urgent need for additional school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund teacher travels among the public schools supervising their industrial work. The county, in cooperation with the Slater Fund and the General Education Board, is developing a central training school at Sandersville, where the pupils may board and supplement the training given in the rural schools. The Baptist school, at Sandersville, is of slight educational value to the community.

SANDERSVILLE.

WASHINGTON COUNTY TRAINING SCHOOL.¹

Principal: T. J. Elder.

An elementary day school with a few pupils in secondary subjects. It is the only public school for colored people in the town and has been selected as a central institution to provide more advanced training for the colored pupils of the county.

The school was founded in 1889 by the colored people of Sandersville, and title to the property is vested in a board of colored trustees. The school is supervised by the city authorities.

Attendance.—Total, 180; elementary 172, secondary 8.

Teachers.—Total, 5; male 1, female, 4. The Jeanes Fund worker for the county has headquarters at the school and devotes some of his time to teaching industrial work. The teachers were trained in some of the best colored schools in Georgia.

Organization.—The elementary course covers the usual eight grades. Secondary subjects are taught in the ninth grade. The industrial training consists of sewing for girls and simple woodwork for boys.

Financial, 1912-13.—The income of the school amounted to \$2,000. Of this, \$1,300 was appropriated by the county and city; \$400 was from the Slater Fund, and \$300 from tuition fees. Practically all the income was used for salaries.

Plant.—Estimated value, \$7,500. Of this \$500 was in land, \$6,500 in buildings and \$500 in movable equipment. The land comprises 2 acres near the city limits. The main building, which is used for academic purposes, is a neat, well-constructed, five-room building, erected with funds raised by subscriptions from the colored people of the community. The industrial building is a smaller structure, made possible by a gift

¹ Formerly Sandersville Industrial School.

of \$500 from a northern donor. Both buildings were newly painted and the classrooms were clean and cheerful.

Recommendation.—That greater emphasis be placed upon the industrial work and some of the land be utilized for school gardening.¹

Date of visit: November, 1913. Facts verified, 1916.

WILKES COUNTY.

	White.	Negro.
Population, 1910.....	6,842	16,598
Children 6 to 14 years of age, 1910.....	1,455	4,207
Teachers' salaries in public schools in 1911-12.....	\$21,161	\$5,070
Teachers' salaries per child 6 to 14 in county.....	\$14.54	\$1.20
Percentage illiterate, 1910.....	2.9	52.3

The rural population is 86.9 per cent of the total. The average length of the public school term is 6.5 months for white pupils and somewhat less for colored.² The number of teachers is 58 in white schools and 42 in colored schools. The average attendance is 938 white pupils and 2,120 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Hodge Academy with proper reorganization would furnish a central training institution where pupils could board and supplement the training received in the rural schools. The Shiloh Institute is of slight value to the community.

WASHINGTON.

THE HODGE ACADEMY.

Principal: J. R. Harris.

An elementary day school with a small secondary enrollment. The school was begun in 1899 by the principal, who is the pastor of the local Presbyterian Church. The school is controlled by the pastor and his wife and three colored men of the community. The Presbyterian Board of Missions holds title to the property and pays the pastor's salary.

Attendance.—Total, 153; there were 18 pupils reported above the eighth grade. Instruction in sewing is provided for girls. A few of the boys take printing.

Teachers.—Total, 5; all colored; male 1, female 4.

Financial, 1913-14.—The school is supported by donations and tuition. The total income of 1912-13 was approximately \$700. Of this sum, \$450 was from general donations and \$250 from tuition and fees. Salaries and running expenses amounted to \$700.

Plant.—Estimated value, \$2,000. The plant consists of a city lot, one brick building, and furniture valued at \$200.

Recommendations.—1. That the Presbyterian board endeavor to develop cooperation with the public-school authorities.

2. That gardening and industrial work for boys be inaugurated.¹

3. That better financial records be kept.

Date of visit: November, 1913. Facts verified, 1916.

¹ See recommendations in summary chapter, p. 22.

² Exact term of colored schools not reported.

BAPTIST SCHOOLS.

Besides the five schools aided by the American Baptist Home Mission Societies there are 43 Baptist schools in Georgia. Of these, three were considered important enough to discuss in the county summaries above. Nine others were visited and are discussed below. The other 31 are listed at the end of this summary. Some of these are probably in session irregularly, but are of little importance; others represent property held by the various Baptist associations, while others are merely projects. From the struggle for existence which many of these schools have, it is evident that 43 is too large a number of schools for the Baptists to support adequately. The Baptist work could be strengthened by combining the weaker schools and using all the resources for the stronger institutions of the State. Where these schools are aided by the county the public-school authorities should increase their measure of cooperation as rapidly as possible.

CLAY COUNTY—FORT GAINES.

CHATTAHOOCHEE INSTITUTE.

Principal: I. C. Smith.

A poorly organized elementary day school with a few boarders. It is owned by the local Baptist association. The 70 pupils were practically ungraded. Though nine grades were claimed, most of the pupils were doing the work of the lower elementary grades. The three teachers, all colored, were locally trained. The income amounted to approximately \$957, of which \$632 was from the Baptist associations, \$200 from tuition, and \$125 from other sources. Of the income, \$600 was expended for salaries and the balance for other purposes. The plant, estimated value \$2,000, consists of a town lot, a small frame building in poor condition, and meager equipment.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become a part of the public-school system or be combined with one of the larger institutions.

Date of visit: October, 1913.

DECATUR COUNTY—BAINBRIDGE.

BAPTIST ASSOCIATION SCHOOL.

A small school with about 30 pupils taught by a colored woman. It is located next to a public school which has 3 teachers and 8 grades. The income of about \$150 was derived from tuition and the plant, worth about \$1,400, consists of a small lot and a frame building.

Recommendation.—There is no need for a private school of this type in Bainbridge.

Date of visit: January, 1915.

EFFINGHAM COUNTY—GUYTON.

PILGRIM BAPTIST NORMAL INDUSTRIAL INSTITUTE.

Principal: J. M. Jones.

A school of elementary grade with a few boarding pupils. It is owned and controlled by the local Baptist association. There were 3 teachers and 69 pupils. The work covers the subjects of the lower elementary grades.

The income of the school amounted to approximately \$1,050, of which \$950 was from board, tuition, and fees and \$200 from the Baptist Association. Of the income \$660 was expended for salaries and \$490 for expenses of the boarding department. The plant, estimated value \$5,000, consists of 18 acres of land, 2 frame buildings, and meager equipment.

Recommendations.—1. That the school be continued only so long as the public schools are inadequate.

2. That provision be made for teaching simple agriculture, school gardening, and manual training.¹

Date of visit: January, 1914.

¹ See recommendations in summary chapter, p. 22.

FULTON COUNTY—ATLANTA.

BRYANT PREPARATORY INSTITUTE.

Principal: Mrs. S. C. Bryant.

An effective little school occupying five rooms above a grocery store on a down-town street. Founded and managed by Mrs. S. C. Bryant under the direction of a board of trustees. Her husband, Rev. P. J. Bryant, is minister of a large colored Baptist church which is the school's "main pillar of support."

Attendance and organization.—The pupils, numbering 170, were the children crowded out of the public schools and adults whose education has been neglected. Nine teachers are employed. Cooking and sewing are given an important part in the course. The adults taking these subjects are servants who desire to increase their usefulness to their employers or mothers seeking the power to improve their homes.

The elementary day classes and the night school are well taught. The effort to maintain high-school classes is an unwise expenditure of time and energy in a city with five large private schools offering secondary instruction.

Financial, 1912-13.—The income amounted to \$1,400, of which \$800 was from tuition and fees and \$600 from contributions of colored Baptist associations. All of the funds were used for salaries and running expenses.

Recommendation.—The institution should be maintained on a social-settlement basis as a school for the neglected groups and for adults desiring to acquire the rudiments of an education.

Date of visit: October, 1913.

HALL COUNTY—GAINESVILLE.

NORTHWESTERN NORMAL AND INDUSTRIAL SCHOOL.

Principal: James M. Hunter.

A small elementary day school duplicating work that is better done by the public school. It is owned by the Northwestern Baptist Association. The 44 pupils were in 9 grades. Some work in gardening is done. The teaching force consists of the principal and two colored women. The income in 1913-14 amounted to approximately \$900, all of which was from tuition and the association. Of the income about \$600 was expended for salaries and the balance for running expenses. The plant, estimated value \$4,800, consists of 6 acres of land, two frame buildings, and meager equipment.

Recommendation.—That the school be combined with some of the other Baptist schools of the State.

Date of visit: December, 1914.

TELFAR COUNTY—McRAE.

THE TWIN CITY SEMINARY.

Principal: E. G. Thomas.

An elementary school maintained by two Baptist associations in cooperation with the public-school authorities of Telfair county. The school is owned by a board of trustees elected by the associations. It furnishes the only school facilities for Negroes in the towns of Helena and McRae.

Attendance.—Total, 95; all elementary; boarders, 3.

Teachers.—Total, 4; all colored; male 1, female 3.

Financial, 1913-14.—The income amounted to approximately \$1,000, of which \$550 was from the Baptist associations and \$450 from county appropriations. Of this, \$900 was expended for salaries and \$100 for incidental expenses.

Plant.—Estimated value, \$3,400. The plant consists of 12 acres of land on the edge of town, a fairly good two-story building, and meager equipment.

Recommendations.—1. That provision be made for teacher training, gardening, and simple industrial training.¹

2. That the public authorities provide adequate school facilities for the towns and cooperate with the trustees in making the school a part of the public-school system.

Date of visit: December, 1914.

¹ See recommendations in summary chapter, p. 22.

WALTON COUNTY—SOCIAL CIRCLE.

NEGRO NORMAL AND INDUSTRIAL SCHOOL.

Principal: E. J. Turner.

An elementary school using buildings owned by the local Baptist association. The teachers' salaries are paid from public funds. The attendance is about 90, and the teaching force consists of the principal and three women, all colored. The income amounted to approximately \$1,400, of which \$1,200 was from the city and \$200 from tuition. On October 24, 1913, the school had not yet opened for the year, because the public funds had not been appropriated. Of the income, \$1,200 was expended for salaries and \$200 for other purposes.

Plant.—Estimated value, \$1,500. The plant consists of 2 acres of land, two frame buildings, and a small amount of school equipment. The building is badly in need of repair.

Recommendation.—That the Baptist association endeavor to strengthen the cooperation with the public schools and provision be made for instruction in gardening and simple industrial training.

Date of visit: October, 1913.

WASHINGTON COUNTY—SANDERSVILLE.

WASHINGTON INSTITUTE.

Principal: John T. Williams.

An elementary school with 49 pupils and 3 colored teachers. It was founded in 1912 by the Second Baptist Association of Washington County and is owned and supported by the two Baptist associations of the county. Ten grades are claimed, but the work is all elementary. Better work is done in the public school. The income amounted to approximately \$1,000, of which about \$850 was from the Baptist associations and \$150 from tuition. The plant, estimated value \$3,500, consists of 12 acres of land, a good two-story frame building, and fairly good equipment.

Recommendation.—That the school be combined with one of the larger Baptist schools of the State.

Date of visit: November, 1913.

WILKES COUNTY—WASHINGTON.

SHILOH ACADEMY.

Principal: A. R. Raiford.

An elementary school with small boarding department. It was founded in 1901 by the local Baptist association and is owned and controlled by that body. The 55 pupils in attendance were in seven grades. They were taught by the principal and three colored women. The income in 1912-13 amounted to \$810, all of which was from the Baptist association and tuition. The expenses for the year amounted to \$1,000. A large part of the teachers' salaries for the year remained unpaid. There is an indebtedness of \$1,500 in mortgages and back salaries.

Plant.—Estimated value, \$4,000. The plant consists of 1 acre of land, two rough frame buildings, and a little classroom furniture.

Recommendation.—That the school be combined with one of the larger Baptist schools of the State.

Date of visit: October, 1913. Facts verified, 1914.

OTHER BAPTIST SCHOOLS.

In addition the following schools were reported, but evidence indicates that they are not of sufficient importance to justify description here:

County.	Town.	Name of school.
Bartow.	Spellman.	Benevolence Institute.
Baldwin.	Milledgeville.	Central Georgia College.
Ben Hill.	Fitzgerald.	Gum Creek High School.
Berrien.	Sparks.	Little River Institute.
Butts.	Jackson.	New Macedonia High School.
Calhoun.	Arlington.	Hopewell High School.
Carroll.	Carrollton.	Carrollton High School.

Chatham.	Savannah.	Berean Baptist Academy.
Cobb.	Austell.	Friendship High School.
Columbia.	Rosemont.	Rosemont Academy.
Coweta.	Newnan.	Western Union School.
Decatur.	Bainbridge.	Normal Institute.
Dekalb.	Lithonia.	Yellow River High School.
Greene.	White Plains.	Second Shiloh High School.
Gwinnett.	Buford.	Hope High School.
Habersham.	Clarksville.	Union High School.
Hall.	Gillsville.	Gillsville High School.
Harris.	Hamilton.	Hamilton Academy.
Hart.	Hartwell.	Hartwell High School.
Madison.	Berean.	Colquitt High School.
Pike.	Molena.	Mt. Hope Normal School.
Stewart.	Richland.	Mount Zion Western Academy.
Stewart.	Omaha.	High School.
Tattnall.	Claxton.	Claxton High School.
Taylor.	Butler.	Second Flint River School.
Troup.	Antioch.	Farmers' High School.
Walker.	La Fayette.	La Fayette High School.
Walton.	Monroe.	Northwest High School.
Ware.	Waycross.	Hazzard High School.
Washington.	Tennille.	Harris Union High School.
Worth.	Sylvester.	Fowltown High School.

CATHOLIC PARISH SCHOOLS.

There are in Georgia seven Catholic parish schools. Of these six were visited and are described below. The school in Augusta is a day school with five teachers. It was not visited, as it has only recently been opened. These schools are operated by the Society of the African Missions, with headquarters at Lyon, France. The religious interest is strong in all of them.

BIBB COUNTY—MACON.

ROMAN CATHOLIC COLORED SCHOOL.

Principal: Father Dahlent.

An elementary day school with 90 pupils and a kindergarten of 25 children, located in a section of Macon where the school facilities are inadequate. It was founded and maintained by the Society of the African Missions of Lyon, France, with American headquarters in Savannah. The teachers are three colored women trained in a Catholic school in Virginia. The income is about \$1,000, practically all of which comes from the Catholic Mission Society. The plant, estimated value \$10,000, consists of a city lot, a substantial new brick building, and good schoolroom furniture.

Date of visit: November, 1913. Facts verified, 1916.

CHATHAM COUNTY—SAVANNAH.

CATHOLIC MISSIONS.

There are four elementary Catholic schools for colored children in the city of Savannah. They are managed and maintained by the Society of the African Missions and the Commission for the Catholic Missions among the colored people and Indians. The work covers approximately the first six grades.

Attendance.—Total, 485; all day pupils.

Teachers.—Total, 10; Franciscan Sisters; white 4, colored 6.

Financial.—The income of these schools is about \$2,500. A large portion of this comes from the Catholic Board of Missions for Colored People of New York; the balance is from tuition and entertainments. Practically all is expended for salaries and running expenses.

Plant.—Three of the schools are taught in churches. One is taught in a neat two-story brick structure with good equipment. The building and equipment for this school are worth about \$18,000.

Recommendation.—That the industrial work in these schools be strengthened and theory and practice of gardening introduced.

Date of visit: January, 1914.

FULTON COUNTY—ATLANTA.

ARCHBISHOP RYAN MEMORIAL SCHOOL.

Principal: M. Scherrer.¹

A Roman Catholic parochial school with 104 elementary pupils, taught by three white Catholic sisters, in a substantial building used as church and school. It is owned and maintained by the African Mission Society of Lyon, France. Annual income, \$900. Value of building and grounds, \$35,000.

Date of visit: October, 1913.

EPISCOPAL SCHOOLS.

In addition to the two schools aided by the American Church Institute, the study of Georgia showed nine Episcopal schools. Four of these were visited and are discussed below. The existence of five others was verified by correspondence. They are small mission schools of minor importance, generally taught in connection with a church and aided by the Episcopal Board of Missions.

FULTON COUNTY—ATLANTA.

ST. MATHIAS EPISCOPAL SCHOOL.

Principal: Archdeacon Henderson.

A parochial school with 31 pupils, taught by the minister's wife and sister. Estimated income, \$250.

Date of visit: October, 1913.

ST. PAUL'S PARISH TRAINING AND INDUSTRIAL SCHOOL.

Principal: A. E. Day.

An Episcopal parochial school covering seven elementary grades, with some industrial work in the last three years of the course. It was founded by Bishop Nelson, of the Episcopal Church, and title to the property is vested in him as Bishop of Atlanta.

Attendance.—There were in all 160 on day of visit. These are children who were crowded out of the public schools.

Teachers.—Total, 5; 4 colored women and the colored minister of the Episcopal Church. Three of the teachers were trained at Atlanta University.

Financial.—Of the \$1,432 income, \$822 was from the Episcopal Board of Missions, \$250 from general donations, and \$360 from tuition and fees. Teachers' salaries amounted to \$1,200. The remainder of the income was used for running expenses.

Plant.—Estimated value, \$10,000. The plant consists of two down-town city lots with two frame buildings in poor repair. The main building, valued at \$3,000, was destroyed by fire in 1913 and rebuilt in 1914.

Recommendation.—There is present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Dates of visits: October, 1913; January, 1914.

THOMASVILLE.

GOOD SHEPHERD PAROCHIAL.

Principal: P. M. P. Carrington.

A small Episcopal parochial school taught in the annex of the church by the local colored rector and an assistant. Twenty elementary pupils were present on the day of visit. The reported enrollment for the year was 88. The income of the school amounted to approximately \$450, of which \$225 was

¹ White.

appropriated by the Episcopal Board for salaries and the remainder was from tuition. All of this was used for salaries and expenses.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: January, 1915.

OTHER EPISCOPAL SCHOOLS.

In addition the following schools were found to be in existence by correspondence:

County.	Town.	School.
Cobb.	Marietta.	St. Barnabas.
Chatham.	Savannah.	St. Augustine.
Dougherty.	Albany.	St. John's.
Glynn.	Pennick.	Good Shepherd.
McIntosh.	Darien.	St. Cyprian's.

PRESBYTERIAN SCHOOLS.

The Presbyterian Board of Missions for Freedmen reports 13 schools in Georgia. Of these seven were considered important enough to be discussed in the county summaries above. Four of the remaining six were visited and found in regular operation. They are small parochial schools of minor importance. The four are, however, located in communities where they are needed to supplement inadequate public-school facilities. On their present inefficient basis they should not be continued. Effort should be made to merge them with the public-school system or provide an increase in private aid which will insure real improvement.

BALDWIN COUNTY—MILLEDGEVILLE.

ALLEN MEMORIAL MISSION SCHOOL.

Principal: E. A. Houston, the local pastor.

A Presbyterian parochial school of elementary grade taught in a church by the pastor and his wife. It is owned and controlled by the Presbyterian Board of Missions. The attendance is 65. A small tuition fee is charged. The Board of Missions pays \$100 for the pastor's salary. Tuition amounts to about \$30 a year.

Recommendation.—That the Presbyterian Church insist upon a higher standard of work and more cooperation with the public schools.

Date of visit: November, 1913.

DE KALB COUNTY—DECATUR.

ST. JAMES PAROCHIAL SCHOOL.

Principal: Rev. A. A. Wilson, the local pastor.

An elementary school taught in the Presbyterian Church by the minister and his wife. The building was in bad repair and the room dirty. The teaching was poor. The attendance was 66. More pupils attend during the winter months. The reported enrollment for the year was 105. The income for 1912-13 amounted to \$800, practically all of which came from the Presbyterian Board. Of the expenditures \$560 was for salaries and \$240 for other purposes.

Recommendation.—That the Presbyterian Board insist upon higher standards of work and more cooperation with the public-school system.

Date of visit: October, 1913.

LIBERTY COUNTY—ARCADIA.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: J. P. Woolridge, the local pastor.

An elementary school doing seven grades of work. It is taught in the Presbyterian Church by the pastor and his wife. Enrollment, 75. The Presbyterian Board of Missions contributes about \$100 to the school and about \$30 is raised in tuition.

Recommendation.—There is present need for this school, but with the development of the public schools this school should become a part of the public-school system or be united with one of the larger institutions.

Date of visit: January, 1914.

LIBERTY COUNTY—LIMERICK.

EBENEZER PAROCHIAL SCHOOL.

Principal: Rev. L. E. Primo, the local pastor.

A small elementary school taught in a church. The pastor and his wife are the teachers. The school is owned but not aided by the Presbyterian Board of Missions for Freedmen. The condition of the church and school indicates careless management.

Attendance.—Total, 17; the reported enrollment is 106. The support comes from tuition and amounts to about \$50 a year.

Recommendation.—There is present need for this school, but with the development of the public schools this school should become a part of the public-school system or be united with one of the larger institutions.

Date of visit: January, 1914.

In addition two parochial schools which were reported, but not visited, were located as follows:

County.	Town.
Chatham.....	Savannah.
Rockdale.....	Conyers.

SCHOOLS OF MISCELLANEOUS DENOMINATIONS.

In addition to the foregoing groups, there are two small denominational schools in Georgia. One is owned by the colored Methodist Episcopal denomination and one by the Seventh-day Adventists. In view of the needs of the large Colored Methodist Episcopal School, the effort to maintain the small Harriet Holsey Industrial School does not seem warranted. The Seventh-day Adventist School in Atlanta should be maintained only so long as the public schools are inadequate.

LAURENS COUNTY—DUBLIN.

HARRIET HOLSEY INDUSTRIAL SCHOOL.

Principal: Mrs. M. J. Dinkins.

A small elementary school with 20 pupils in the first two grades. The principal and her daughter are the teachers. The school is owned by the Colored Methodist Episcopal Church and controlled by a board of trustees appointed by the bishop of that church. The income amounts to about \$300 a year. Most of this comes from tuition and fees and is used for salaries. The plant consists of 13 acres of land, a dilapidated board building, and a few rough benches for classrooms. The work is of little value.

Date of visit: November, 1913.

FULTON COUNTY—ATLANTA.

SEVENTH-DAY ADVENTIST MISSION SCHOOL.

Principal: Miss Anne Cheshire.

A parochial school with 80 pupils and 2 teachers. Schoolrooms are provided in the church building. The income of about \$500 was derived from tuition and the church.

Recommendation.—That the school be continued only so long as the public schools are inadequate.

Date of visit: October, 1913.

INDEPENDENT SCHOOLS.

In addition to the schools discussed in the county summaries, there are 15 small independent institutions in Georgia. These include 2 semipublic schools and 13 private schools. Though most of the private schools were founded to supplement inadequate public school facilities, many of them are so hampered by poverty or mismanagement that they are of little use to the community. As they are largely dependent on individual initiative for support, and as their supervision is limited, they are doubtful ventures for outside philanthropy. Where there appears to be a real need for these schools it is recommended that effort be made to merge them with the public-school system. In no case should they endeavor to extend their activities beyond the immediate needs of the community. In order that efficient use of the money may be insured donations from outside sources should be made through the public authorities or through an agency acquainted with the educational conditions in the community.

Neither of the two private schools aided by public funds is satisfactory. Of the 13 wholly private schools 6 are small undertakings taught for tuition and 7 depend upon donations for their support. Those taught for tuition should continue on that basis so long as the public schools do not provide for all the pupils of their community. The seven which depend on donations are of little educational value to their communities.

BIBB COUNTY—MACON.

MACON INDUSTRIAL SCHOOL.

Principal: Louise Braxton.

A school of elementary grade opened in 1915. The principal formerly operated an unsuccessful venture in Haynesville, Lowndes County, Ala. An attendance of 65 was reported in the spring of 1916. The income is derived from tuition and donations. Permanent quarters have not been provided.

Recommendation.—In view of the other private schools in Macon, there seems to be no need for the development of this school.

BULLOCK COUNTY—STATESBORO.

STATESBORO NORMAL AND INDUSTRIAL SCHOOL.

Principal: William James.

An elementary school furnishing the only school facilities for Negroes in Statesboro. A private school and two public schools were recently combined under the present principal and the school is now a semipublic institution. It is owned by a white board of trustees and supervised jointly by them and by the city school board.

Attendance.—Total, 246; all elementary except three in the ninth grade. Some instruction in sewing is provided.

Teachers.—Total, 5; all colored; male 1, female 4.

Financial, 1912-13.—The income amounted to \$1,850, of which \$600 was from donations, \$550 from State and city, and \$500 from tuition and fees, and \$200 from entertainments and rallies. Of the income, \$1,050 was expended for teachers' salaries, \$550 for building and repairs, and \$250 for other purposes. There is an indebtedness of \$560 due on buildings.

Plant.—Estimated value, \$6,000. The plant consists of 2 acres of land, two 2-story frame buildings, and equipment valued at \$500. The land was bought and paid for by the colored people of the town and was transferred to the present board of trustees when the three schools of the town were consolidated.

Recommendations.—1. That industrial work, especially gardening, be introduced.¹

2. That teacher-training courses be developed.

Date of visit: January, 1914.

¹ See recommendations in summary chapter, p. 22.

CHATHAM COUNTY—SAVANNAH.

ALICE BROWN ACADEMY.

Principal: Miss Alice Brown.

A small elementary school taught in a church by the principal and two assistants. There were 155 pupils. The income amounted to \$600 from tuition and donations from the patrons of the school.

Recommendation.—That this school shall not expect other than local support.

Date of visit: December, 1913.

CLARKE COUNTY—ATHENS.

J. THOMAS HEARD UNIVERSITY.

Principal: J. Thomas Heard.

A privately owned elementary day school with 48 pupils in attendance and 78 on roll. It is taught by the principal's daughter; the ownership is vested in the principal's wife and children as trustees. The school is located on a lot next to a very good private school and within a block of the public high school. The income amounted to approximately \$300, of which \$235 is from donations and \$65 from tuition. The plant, estimated value \$4,000, consists of a city lot, a two-story building, and equipment valued at \$400.

Recommendation.—There seems to be no need for this school.

Dates of visits: October, 1913; April, 1915.

ROSA SMITH NORMAL AND NIGHT SCHOOL.

Principal: Anne Smith.

A small elementary school with a few secondary pupils. It is owned by the principal. The attendance was 78 and enrollment 120. The school is taught by the principal and irregularly by an assistant. Individual instruction is stressed. The pupils are a few who are unable to attend public schools and a few who come in from the county. The income amounts to approximately \$250, all of which is from tuition. The building, worth about \$1,500, is situated in the back yard of the principal's home.

Recommendation.—The school is worthy of continuation on its present basis as a tutoring school for irregular pupils.

Date of visit: October, 1913.

FULTON COUNTY—ATLANTA.

ATLANTA NORMAL AND INDUSTRIAL INSTITUTE.

Principal: R. D. Stinson.

An elementary day school with small enrollment, poor plant, and doubtful management. Industrial training is limited to a little sewing.

The school is owned by a white board of trustees, whose business cares are such that they have practically no time for supervision. They permit the use of their names because of their interest in industrial education.

Attendance.—Total, 78. Three agents visited the school and received from the principal different statements as to the enrollment, the figures varying from 144 to 175. All the pupils are elementary.

Teachers.—Four teachers, including the principal, give all their time to the school. Two are women. Three other women give part-time service.

Financial, 1912-13.—The principal keeps all records and receives all donations in irregular fashion. Money received was accounted for only by the stubs in an old receipt book. Receipts were not given for all donations. Some were recorded in the pocket memorandum of the principal. Expenditures were also kept in rough memorandum form. Combining the items reported by the principal from the receipt book stubs and from the pocket memorandum, the income was about \$6,500. The expenditures reported by the principal were hardly half this sum. Liabilities were \$2,400, of which \$1,600 was mortgage on property and \$750 on old accounts. In view of the fact that the school's debts have not been paid,

and that the teachers receive their pay irregularly, the excess of income over expenditures indicates gross mismanagement.

Plant.—Estimated value, \$4,400. The two buildings owned are a comfortable cottage for the principal and a dilapidated cabin called the boys' dormitory. The cottage used for school purposes is rented.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Dates of visits: October, 1913; January, 1914. Facts verified, 1916.

BADGER SCHOOL.

Principal: Miss A. D. Badger.

A small elementary school with 50 pupils in attendance. Conducted by the principal as a means of livelihood. Estimated income, \$375.

Date of visit: October, 1913.

HOLMES INDUSTRIAL INSTITUTE.

President: B. R. Holmes.

A small, disorderly school doing five grades of elementary work. It was founded five years ago by the principal and has a nominal board of trustees. It is supported by private subscriptions.

Attendance.—Reported enrollment, 250. There were 40 pupils present on day of visit.

Teachers.—Total, 4; all colored; male 3, female 1.

Financial.—There were no financial records except memoranda. The school was supported by donations amounting to \$1,200 a year, of which \$800 was spent for salaries and \$400 for running expenses.

Plant.—Estimated value, \$2,000. Consists of one very poor frame building unceiled. The windows were broken and the place very dirty. The children were sitting on boards and boxes. A dilapidated printing press covered with dust constituted the industrial equipment.

Recommendations.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visit: January, 1915.

RUSH DAY AND NIGHT SCHOOL.

Principal: Mrs. J. A. Rush.

A kindergarten, taught in a church, with 50 children in attendance. No tuition is charged. Mrs. Rush, the minister's wife, and an assistant do the work. Both give their services without compensation.

Date of visit: October, 1913.

SIMMS SCHOOL.

Principal: Miss Nannie E. Simms.

A small elementary school with 50 pupils in attendance. Conducted by the principal as a means of livelihood. The estimated income of \$300, was derived from tuition. The school was taught in the principal's house.

Date of visit: October, 1913.

MACON COUNTY—OGLETHORPE.

LUMPKIN ACADEMY.

Principal: H. T. Lumpkin.

A small elementary school doing a poor grade of work. There were 20 pupils, taught by the principal. The principal owns 40 acres nearby on which the pupils do some gardening. The support amounting to about \$200, was from donations and tuition. The schoolhouse is rough building, valued at about \$1,000, originally built for a public school; the county aid was recently withdrawn, however.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visit: October, 1913.

MUSCOGEE COUNTY—COLUMBUS.

PRICE NORMAL AND INDUSTRIAL SCHOOL.

Principal: T. S. Price.

A small elementary school founded by the principal in 1893 and operated as a private enterprise. There were 121 pupils, all elementary, and three colored teachers. The income of \$1,000 was from

tuition and local contributions. The plant, estimated value \$4,000, consists of a city lot, a large frame building in poor condition, and equipment valued at \$100.

Recommendation.—In view of the condition and management of this school, as outlined above, no recommendation can be made with regard to it

Date of visit: November, 1913.

THOMAS COUNTY—THOMASVILLE.

LUCINDA WILLIAMS SCHOOL.

Principal: Mrs. Lucinda Williams.

A small private school taught in a one-room building located in the principal's yard. The school enrolls about 70 pupils and is dependent upon tuition for support.

Recommendation.—That the support of the school be limited to tuition.

Date of visit: January, 1916.

WARE COUNTY—WAYCROSS.

SOUTH GEORGIA INDUSTRIAL COLLEGE.

President: N. L. Black.

An elementary school furnishing the only facilities for the colored children of Waycross. The land was donated to the colored people by a real estate firm with a view to attracting buyers to the section about the school. The location on the extreme edge of town is inconvenient for a large number of the colored children. Title is vested in a private board of trustees. The 153 pupils were in 10 grades; all of the work was elementary. There were five teachers. The income amounted to \$1,380, of which \$772 was from tuition, \$450 from the town, and \$158 from other sources. Of the income \$969 was expended for salaries and \$411 for other purposes. The plant, estimated value, \$6,000, consists of a city lot, a well constructed two-story brick building, and equipment valued at \$650.

Recommendations.—1. That the trustees endeavor to have the school moved to a more central location in the city.

2. That simple industrial work be introduced.

Date of visit: December, 1915.

WEBSTER COUNTY—ARCHERY.

JOHNSON HOME-INDUSTRIAL COLLEGE.

President: A. J. Johnson.

A small elementary institution of doubtful management. It was founded in 1912 by the Sublime Order of Archery and is owned by that order. The school work includes some cooking and farming.

Attendance.—Total, 72; all elementary.

Teachers and workers.—Total, 8; all colored; male 2, female 6; teachers 5, matron 1, farmer 1, financial agent 1.

Financial, 1913-14.—As far as could be determined the income amounted to approximately \$3,000. A large part of this was from donations and the remainder from tuition. Of the income about \$2,500 was expended for salaries and \$500 for other purposes.

Plant.—Estimated value, \$10,000. The plant consists of 200 acres of land, three frame buildings, and equipment valued at \$500.

Recommendation.—That financial support be limited to the secret order which owns the school.

Date of visit: November, 1914.

SPECIAL INSTITUTIONS.

The special institutions for colored people in Georgia include two orphanages, a reformatory and a so-called naval school. The naval school has never existed, but its founder has solicited donations widely.

BIBB COUNTY—MACON.

BAPTIST REFORMATORY.

Principal: W. G. Johnson.

A small reform school with 19 inmates and 2 workers. Some are committed to the institution by the courts and some by guardians. The income of about \$1,200 is from donations and is used for salaries and expenses. The plant, estimated value \$12,500, consists of 360 acres of land, one frame building, and meager equipment.

Recommendation.—This institution should not expect support other than from the Baptist Church and fees received from public authorities and guardians.

Date of visit: November, 1913.

GEORGIA COLORED INDUSTRIAL AND ORPHANS' HOME.

Principal: B. J. Bridges.

A very poorly managed orphans' home with 35 children in attendance. The property, valued at \$18,000, consists of several frame buildings in bad repair, 25 acres of land, and meager equipment. It is owned by a board of trustees composed of B. J. Bridges, B. F. Bridges, N. A. Bridges, H. B. Hawes, and P. A. Keith. The principal spends practically all of his time in Atlanta raising money.

Recommendations.—That the institution be reorganized and the ownership and management placed in a responsible board of trustees.

Date of visit: November, 1913.

CLARK COUNTY—ATHENS.

HYMAN LIANA HOME.

Principal: Miss N. N. Hyman.

A small home and school with 30 in attendance. Most of the children are of the poorer classes. The home was founded in 1915 by the principal, who supports the work by soliciting funds. The income is small. The plant consists of a small lot and building donated by the local white Presbyterian church.

Recommendation.—In view of the good public and private school facilities of Athens the condition of the home does not warrant its continuation unless it can be directed by the Presbyterians of the city as a social settlement.

Date of visit: May, 1916.

GLYNN COUNTY—BRUNSWICK.

BRUNSWICK NAVAL AND INDUSTRIAL INSTITUTE.

Founder: John V. Daniels.

An institution only in name. The founder left Brunswick about 1907 and has since that time solicited for the alleged school. He has never returned; owns no property, and has never taught a pupil. He succeeded in obtaining letters of introduction from some of the most distinguished persons in the United States.

Date of visit: December, 1915.

SUMTER COUNTY—AMERICUS.

MASONIC ORPHANS' HOME.

Principal: Miss B. E. Battle.

An orphans' home and elementary school. It was founded in 1897 and is owned and controlled by the colored masons of Georgia.

Attendance.—Total, 30; all elementary; 8 were orphans. The pupils' ages ranged from 7 to 17 years.

Teachers.—Total, 3; all colored women.

Financial, 1913-14.—The income amounted to approximately \$1,200, a large part of which was from the colored Masons of Georgia and the remainder from donations. Of the income \$1,000 was expended for salaries and \$200 for running expenses.

Recommendation.—The Masons of Georgia and the local community should supply all necessary funds.

Date of visit: December, 1913.

IX. KENTUCKY.

SCHOOL FACILITIES IN THE STATE.

There are 261,656 colored people in Kentucky, forming 11.4 per cent of the population. Their number decreased 23,050, or 8.1 per cent, between 1900 and 1910. They constitute 8.2 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by Negroes increased 4.3 per cent between 1900 and 1910. As farmers, renting and owning land, they have charge of 439,657 acres; as farm laborers, they cultivate a still larger area. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 27.6 per cent of the colored population 10 years of age and over and 8.7 per cent of the children 6 to 14 years of age, and the death rate is very high. The following is a summary of the public-school facilities and educational needs of Kentucky as they are shown in the reports of the United States census and the State superintendent of education.

	White.	Negro.
Population, 1910.....	2,027,951	261,656
Children 6 to 14 years of age, 1910 ¹	417,081	47,047
Teachers' salaries in public schools ¹	\$3,389,354	\$401,208
Teachers' salaries per child 6 to 14 in State ²	\$8.13	\$8.53
Percentage illiterate, 1910.....	10.0	27.6
Percentage living in rural communities, 1910.....	77.9	59.2

Public appropriations.—The public-school teachers of Kentucky received \$3,790,562 in salaries in 1912. Of this sum \$3,389,354 was for the teachers of 417,081 white children and \$401,208 was for the teachers of 47,047 colored children. On a per capita basis this is \$8.13 for each white child of school age and \$8.53 for each colored child.³ Map 12 presents these per capita figures for each county in Kentucky, the proportion of Negroes being indicated by the shading. The per capita expenditure for colored children in Kentucky is among the highest in the Southern States. This is partly explained by the fact that the colored people form a comparatively small proportion of the total population and are widely scattered, and partly by the provision of good high school facilities in a number of the towns.

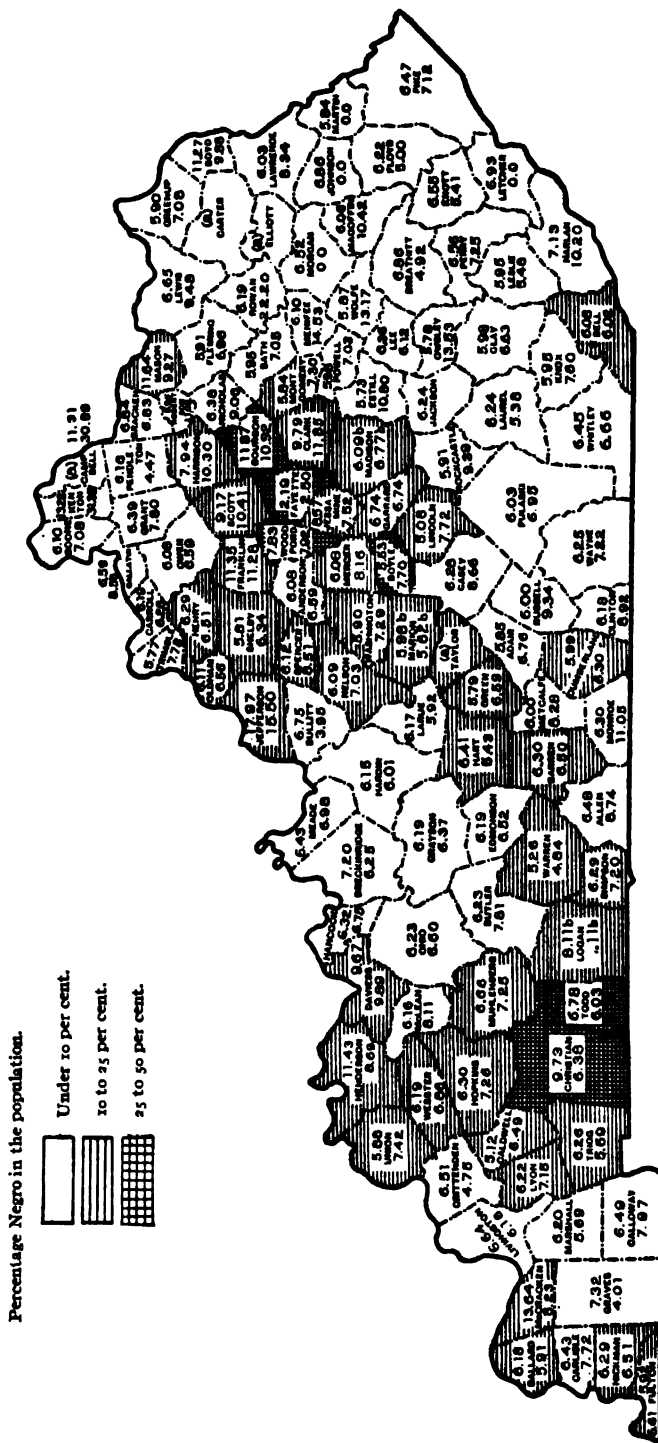
County groups, percentage of Negroes in the population. ¹	White school population.	Negro school population.	Per capita for white.	Per capita for Negro.
Counties under 10 per cent.....	244,478	8,348	\$6.89	\$8.30
Counties 10 to 25 per cent.....	157,135	30,074	9.69	8.76
Counties 25 to 50 per cent.....	15,468	8,625	11.81	7.94

¹ Figures for one county and three small towns which did not report salaries by race are excluded.

² These figures were computed by dividing the teachers' salaries in public schools by the number of children 6 to 14 years of age enumerated in the United States census. City systems are included. Teachers' salaries in rural districts were obtained from the report of the State superintendent of education. Salaries in cities were obtained by correspondence.

³ There are no counties in Kentucky with 50 per cent or more of Negro population.

NEGRO EDUCATION.



MAP 12.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN KENTUCKY ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

Private financial aid.—The private schools have a property valuation of \$667,548 an annual income of \$48,549, and an attendance of 1,176 pupils, of whom 1,007 are in elementary grades. A summary of the income and property of the private and higher colored schools grouped according to ownership is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.....	17	\$48,549	\$667,548
Independent.....	3	20,351	529,698
Denominational.....	14	28,198	137,850
State and Federal.....	1	22,327	156,700

The annual income of the colored schools owned by denominations whose membership is white or largely so aggregates \$22,377, as against \$5,821 for those of the colored denominations. The property owned by the former group is valued at \$110,050 and that owned by the latter at \$27,800. Some of the schools owned by white denominations receive considerable sums of money from their colored members. The statistics of the State and Federal school with an income of \$22,327 and property valuation of \$156,700 are in striking contrast with those of the private schools. In addition to the private aid reported in the above table, about \$8,095 was appropriated for general supervision and special phases of education by the Jeanes Fund, Slater Fund, and the General Education Board.

While the total number of private schools is 17, only 6 play any important part in the educational activities of the State. Some of the remaining 11 are justified only on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The schools of the first group are described under their respective counties and their location shown on Map 13. The schools of the second group are summarized according to ownership and discussed at the end of this chapter.

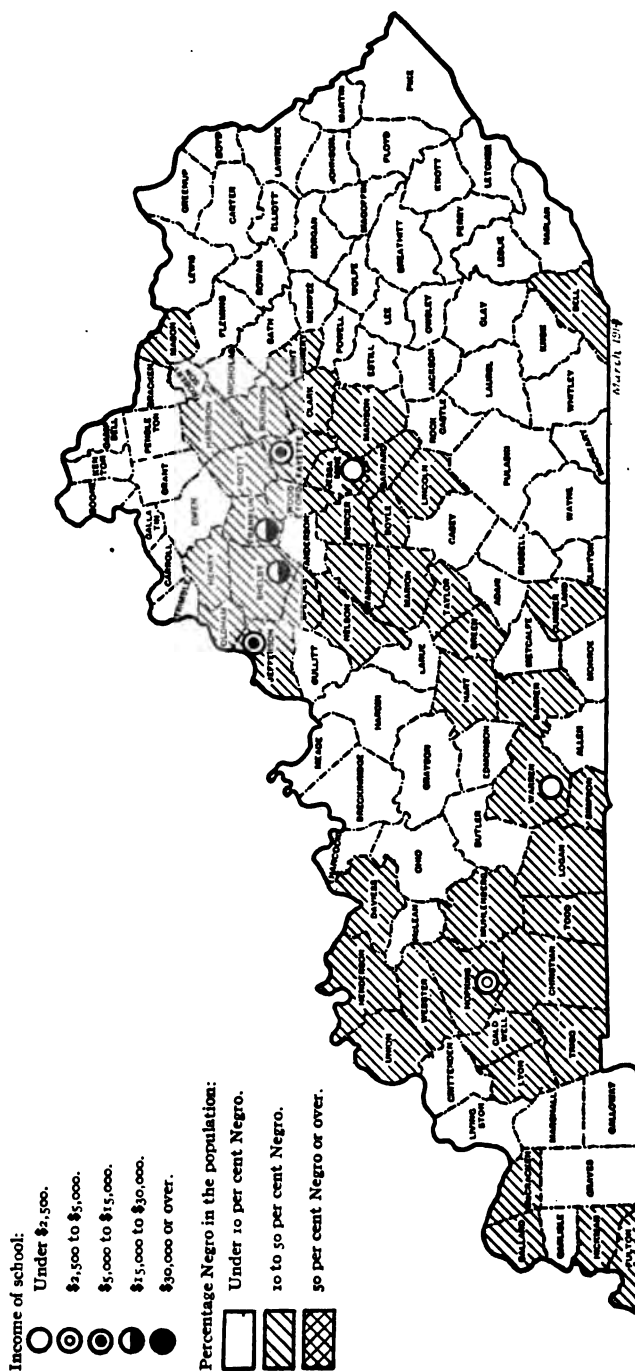
The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

	Number of schools.	Total.	Attendance.	
			Elementary.	Secondary.
Total private schools.....	17	1,176	1,007	169
Independent.....	3	177	122	55
Denominational.....	14	999	885	114
State and Federal.....	1	234	108	126

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that less than one-tenth of the pupils are of secondary grade and none are in college classes.

Attendance.—The United States census reported 48,039 colored children 6 to 14 years of age, of whom 33,761 were attending school. A study of the figures for the public and private schools shows that a large majority of both the elementary and secondary colored pupils are in the public schools.

Elementary.—The need for increased provision for elementary education for colored children is indicated by the fact that the attendance in both public and private schools is less than 71 per cent of the number of children of elementary school age. The average



MAP 13.—PRIVATE SCHOOLS FOR NEGROES IN KENTUCKY.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

term of the rural public schools for both races is about six months. Many of the teachers are poorly prepared.

Secondary.—There are nine four-year public high schools for colored pupils in Kentucky. All of these but the one in Louisville share their buildings with elementary grades. Two others are reported to have three-year secondary courses. Probably 10 or 15 other public schools enroll a few pupils above the elementary grades. This provision for secondary instruction is much larger, both absolutely and relatively, than that made by most of the States with a considerable proportion of colored people.

Of the 1,074 secondary colored pupils in attendance only 169 are in the five private schools. Four-year courses are maintained in two of these private schools, with an enrollment of 77 pupils. The secondary work of the remaining three schools varies from a few subjects above the elementary grades to a full three-year course. The courses of study of most of these schools follow closely the college preparatory or classical type. Practically all of them make Latin the central subject.

Teacher training.—The most urgent need of the colored* schools in Kentucky is trained teachers. The supply now depends on the State Normal and Industrial Institute and three private schools. In none of these schools is teacher training made the central aim. The graduating classes of these schools in 1913-14 aggregated only 35 pupils, an output entirely inadequate to meet the need of a State with 1,270 colored public school teachers. Through the cooperation of the Slater Fund, the General Education Board, and the State department of education, a county training school is being developed at Little Rock in Bourbon County.

Industrial.—No school in the State is able to teach trades effectively. The State school and three private schools do satisfactory industrial work in one or two lines and one school is making unsatisfactory attempts in this direction. Most of the public high schools have good industrial courses.

Agricultural.—Although four of the higher schools in the State have large farms, in none of them is adequate provision made for systematic training in agriculture. Lincoln Institute is genuinely interested in rural problems and is organizing its agricultural activities on the basis of rural requirements. The pupils of these schools work on the farms as laborers, but the educational value of the work varies with the institution. In the effort to acquire large farms all of the schools have overlooked the value of a well-planned course in gardening. Several of the public high schools have such courses.

Supervision.—Through the cooperation of the State department of education and the General Education Board, a white supervisor is maintained for the colored rural schools. This supervisor travels over the State observing educational conditions and encouraging all efforts for improvement. The more important agencies with which he cooperates are the Jeanes and Slater Funds. In the summer of 1915, the State department of education held teachers' institutes in every county having an appreciable number of Negroes. One county in the State has a Jeanes Fund supervisor.

SUMMARY OF EDUCATIONAL NEEDS.

1. Increased efficiency for the elementary school system.
2. The increase of teacher-training facilities: To this end teacher-training courses should be provided in secondary schools, more summer schools should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards.
3. More provision for instruction in gardening, household arts, and simple industries. In developing this work the counties should realize the possibilities of the Jeanes Fund industrial supervisors.
4. More instruction in agriculture and in the problems of rural life so that teachers and leaders may be developed for a people over 50 per cent rural.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

BOURBON COUNTY.

	White.	Negro.
Population, 1910.....	11,819	5,642
Children 6 to 14 years of age, 1910.....	1,983	951
Teachers' salaries in public schools, 1912-13.....	\$23,554	\$10,389
Teachers' salaries per child 6 to 14 in county.....	\$11.87	\$10.92
Percentage illiterate, 1910.....	4	30.1

The rural population is 66.4 per cent of the total. The number of teachers is 57 in white schools and 31 in colored schools. The average attendance is 1,461 white pupils and 812 colored pupils.

The attendance in the public schools is good and the schools are progressive. The city of Paris maintains a fairly good high school. The county, together with the Slater Fund and the General Education Board, is developing a central training institution at Little Rock.

LITTLE ROCK.

BOURBON COUNTY TRAINING SCHOOL.

Principal: Mrs. Maggie L. Freeman.

An elementary public school selected as a central institution to provide more advanced training for the colored pupils of the county.

Attendance.—Total, 70; all elementary.

Teachers.—Total, 3; all colored; male 1, female 2.

Organization.—A nine-grade course is provided, with elementary work throughout the eight grades and a few secondary subjects in the ninth grade. Practice teaching is also given in the ninth grade. The industrial work consists of cooking, sewing, and manual training. Simple instruction is given in gardening and poultry raising.

Financial, 1914-15.—The income amounted to \$2,000, of which \$1,500 was from public funds and \$500 from the Slater Fund.

Plant.—Estimated value, \$3,500. Of this, \$100 is in land, \$3,000 in building, and \$400 in equipment. The land comprises about an acre. The building is a neat frame structure containing five classrooms.

Recommendations.—That the work be encouraged and facilities be provided for a boarding department, secondary work, and teacher training.

PARIS.

PARIS PUBLIC HIGH SCHOOL.

Principal: F. W. Wood.

A city high school offering four years of secondary work with industrial training for girls. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 40; male 15, female 25. The elementary enrollment was 266.

Teachers.—Secondary, 3; all colored; male 2, female 1.

Organization.—The course includes: Latin, 3 years; history, 4; English, 3; mathematics, 4; psychology, physics, chemistry, and pedagogy. Sewing is provided for girls.

Plant.—Estimated value, \$15,000. The plant consists of an acre of land, a neat two-story frame building, and good equipment.

FAYETTE COUNTY.

	White.	Negro.
Population, 1910.....	32,821	14,879
Children 6 to 14 years of age, 1910.....	5,034	2,212
Teachers' salaries in public schools, 1912-13.....	\$91,805	\$22,662
Teachers' salaries per child 6 to 14 in county.....	\$18.24	\$10.25
Percentage illiterate, 1910.....	4.7	28.5

The rural population is 26.4 per cent of the total. The number of teachers is 152 in white schools and 48 in colored schools. The average attendance is 4,318 white pupils and 2,067 colored pupils. The attendance in public schools is good. The city of Lexington maintains a four-year high school for the pupils of the city, and the pupils of the county have opportunity to attend the Chandler Normal School. Although the surrounding country districts are connected with Lexington by several suburban trolley lines, the Chandler Normal School might serve these rural districts better if a small boarding department were developed.

LEXINGTON.

LEXINGTON PUBLIC HIGH SCHOOL.

Principal: W. H. Fouse.

A city school offering four years of secondary work with good industrial training. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 93; male 22, female 71.

Teachers.—Secondary, 4; all colored; male 1, female 3.

Organization.—Secondary: Four years of secondary work are provided. Emphasis is placed on Latin, mathematics, and English. The courses in science and history need strengthening.

Industrial: The girls have instruction in cooking the first two years and sewing the last two. Bench and lathe work is provided for the boys.

Plant.—Estimated value, \$18,000. The plant consists of a quarter of an acre of land and an old two-story brick building.¹ The equipment is poor.

CHANDLER NORMAL SCHOOL.

Principal: F. J. Werking.²

A day school of elementary and secondary grade. The work is well done.

The school was founded in 1880 by the American Missionary Association of the Congregational Church and it is owned and supervised by that association.

Attendance.—Total, 170; elementary 137, secondary 33. The reported annual enrollment was 197.

Teachers.—Total, 10; white 7, colored 3; male 2, female 8. The teachers are well trained.

Organization.—Elementary: Good work is done in the eight elementary grades.

Secondary: The secondary course includes the usual subjects of the high school with theory and practice teaching in the senior year.

Industrial: Boys have two hours a week in a well-equipped manual-training shop. Girls receive good instruction in sewing. Some provision is also made for cooking.

Financial, 1913-14.—The finances are controlled by the American Missionary Association. A simple and effective system of accounts has recently been installed. The more important items were:

Income, excluding noneducational receipts.....	\$5,559
Expenditures, less noneducational receipts.....	5,559
Value of plant.....	39,000

Sources of income: American Missionary Association, \$3,292; tuition and fees, \$2,082; donations, \$57; other sources, \$128. The noneducational receipts amounted to \$102, of which \$92 was from shop sales and \$10 from room rent.

Items of expenditure: Salaries, \$3,003; teachers' dining hall supplies, \$793; heat, light, and water, \$298; student aid and labor, \$279; equipment, \$230; academic supplies, \$221; repairs, \$221; outside labor, \$141; other purposes, \$475.

Plant.—Land: Estimated value, \$4,000. The land comprises almost a city block, in a convenient section of the city.

Buildings: Estimated value, \$32,500. There is a large brick building three stories high used for school purposes. The other building, a neat brick structure, is used for teachers' home. The buildings are in good repair and well kept.

Movable equipment: Estimated value, \$2,500. Of this, \$1,000 was in furniture, \$500 in shop equipment, and \$1,000 in playground apparatus and other equipment.

Recommendations.—1. That the school continue to develop its teacher-training and industrial facilities and provide space for gardening.³

2. That the work be planned so as to eliminate as much as possible duplication of the work of the city high school.

¹ A new school building is now being erected.

² White.

³ See recommendations in summary chapter, p. 22.

3. That a small boarding department be added to the school to enlarge its field of influence.

Date of visit: March, 1915.

FRANKLIN COUNTY.

	White.	Colored.
Population, 1910.....	17,389	3,746
Children 6 to 14 years of age, 1910.....	3,955	445
Teachers' salaries in public schools, 1912-13.....	\$34,683	\$5,018
Teachers' salaries per child 6 to 14 in county.....	\$11.35	\$11.28
Percentage illiterate, 1910.....	9.1	31.9

The rural population is 50.5 per cent of the total. The number of teachers is 96 in white schools and 19 in colored schools. The average attendance is 2,400 white pupils and 420 colored pupils.

These statistics indicate that the regular public schools for colored people are fairly satisfactory. The only other school in the county is the Kentucky Normal and Industrial Institute, which receives Federal and State aid. This school should be developed to meet the State-wide need for teachers.

FRANKFORT.

FRANKFORT PUBLIC HIGH SCHOOL.

A city school offering four years of secondary work with some industrial training. The eight elementary grades are taught in the same building. At the time the school was visited there were secondary pupils taught by three teachers. The program is too crowded for good results, some pupils reporting as many as 50 hours a week. Considerable emphasis is placed on Latin, English, and mathematics. The school plant consists of a city lot, a two-story frame building, and fairly good equipment.

KENTUCKY NORMAL AND INDUSTRIAL INSTITUTE.

President: G. P. Russell.

A school of elementary and secondary grade. The policies of the institution have been directed toward developing a college department rather than toward strengthening the trade and agricultural training for the large secondary enrollment. The industrial courses are weak.

The school was chartered in 1886 and is owned by the State of Kentucky. It receives support from the State and from the Federal funds for agricultural and mechanical education. The board of regents of the institution consists of three members from Franklin County, appointed by the governor, together with the State superintendent of education and the principal of the school as ex-officio members. For some time this board has been divided by factional controversy. Its wrangles have incited the students to revolt, developed uncertainty as to policies, and caused the school records to be lost.

Attendance.—Total, 234; elementary 108, secondary 126; male 85, female 149; boarders, 140. Besides the regular attendance, about 53 teachers from the public schools of the State attend a review course, held during the final term. The reported enrollment for the year was 400.

Teachers and workers.—Total, 19; all colored; male 12, female 7; elementary 3, secondary 5, industrial 4, agricultural 1, music 1, farm foreman 1, matron 1, steward, office worker, and engineer.

Organization.—Elementary: Elementary instruction is given in the six-grade practice school with 41 pupils, and in the three preparatory classes. This work is unsatisfactory and the students are poorly prepared. In the senior "preparatory" class, which corresponds partially to the eighth grade, effort is made to teach algebra, Latin, and rhetoric.

Secondary: The secondary work is done in the three-year "normal" course. The course requires: Latin, $2\frac{1}{2}$ years; English, $\frac{1}{2}$; mathematics, 2; elementary science, $1\frac{1}{2}$; history, 1; Bible, $\frac{1}{4}$; psychology and education, 1; methods and practice teaching, 1; drawing, 2; and physical culture, 1.

Industrial: The catalogue outlines extensive courses in manual training, carpentry, mechanical drawing, printing, and electrical work. The one teacher of woodwork reports a program almost impossible of realization. The electrical work offered is merely incidental to the running of the school's lighting plant. Cooking and sewing are taught by two teachers.

Agriculture: One teacher handles both the classroom recitation and the farm practice. Each class receives some instruction in the theory of agriculture. Six hours a week of farm practice is reported by 18 pupils.

Discipline: The behavior of the boys on the grounds and the condition of their dormitories indicated unsatisfactory discipline.

Financial, 1912-13.—There were no books or records of finances or of property except the president's memoranda. Members of the board of regents claimed that the books had been lost in the office of the State superintendent of public instruction, whose secretary had been employed as bookkeeper for the school. The president reported the following items:

Income, excluding noneducational receipts	\$22,327
Expenditures, less noneducational receipts	21,097
Value of plant	156,700

Sources of income: State appropriation, \$13,000; Federal funds, \$8,505; fees, \$439; miscellaneous, \$383; The noneducational receipts amounted to \$9,202, of which \$7,141 was from the boarding department, \$1,729 from the farm, and \$332 from rents.

Items of expenditure: Salaries, \$13,108; boarding department, \$7,357; farm equipment, \$2,811; repairs, \$1,981; fuel, \$1,481; labor, \$1,145; printing and supplies, \$341; office expenses, \$128; miscellaneous, \$1,945.

Plant.—Land: Estimated value, \$30,000. There are 35 acres in the school site, besides a farm of 265 acres. The land is on the outskirts of the city. Efforts have been made to improve the general appearances. One hundred acres of the farm are well cultivated, and there seems to be an effort to make farm work attractive to the students.

Buildings: Estimated value, \$110,000. Recitation Hall, a two-story brick building, contains chapel, classrooms, and the dean's office; Ladies' Hall, a modern four-story brick building, contains the boarding department, reception rooms and girls' dormitories; Hume Hall is a two-story stone building containing offices and rooms for

the domestic science and model-school departments. The Trades Building, also a stone building of two stories, is used for manual training and industrial work. The other buildings are the boys' dormitory, a frame structure of two stories; and two cottages, the president's home and a residence for the teachers. The buildings were in reasonably good repair. Other fixed equipment consists of the pumping station, tank, and tower, valued at \$4,300.

Movable equipment: Estimated value, \$16,700. Furniture and fixtures, \$5,622; scientific apparatus, \$406; machinery, tools, and printing plant, \$3,895; farm implements and live stock, \$4,852; agricultural products and other supplies on hand, \$1,675; library, \$250.

Recommendations.—1. That the members of the board of regents unite on a policy that will make the school genuinely agricultural and mechanical.

2. That the State law be so modified or amended that appointments to the board of regents shall not be limited to Franklin County.

3. That the course of study be adapted to the training of teachers for rural districts.

4. That closer supervision be given to the boys' dormitory.

Dates of visits: April, 1914; April, 1915.

HOPKINS COUNTY.

	White.	Negro.
Population, 1910.....	27,718	6,573
Children 6 to 14 years of age, 1910.....	5,385	1,225
Teachers' salaries in public schools, 1912-13.....	\$33,913	\$8,894
Teachers' salaries per child 6 to 14 in county.....	\$6.30	\$6.26
Percentage illiterate, 1910.....	10.1	25.5

The rural population is 74.1 per cent of the total. The number of teachers is 141 in white schools and 31 in colored schools. The average attendance is 4,226 white pupils and 1,036 colored pupils.

These statistics indicate that the public-school facilities of the county are fairly satisfactory. A public high school, with few pupils, is maintained at Earlington. As the number of children of school age is small, effort should be made to bring about cooperation between the public schools and the Atkinson Literary and Industrial College so that the private school may furnish a central training institution where the pupils of the surrounding districts may supplement the training received in the rural schools.

MADISONVILLE.

ATKINSON LITERARY AND INDUSTRIAL COLLEGE.

President: James Muir.¹

A small secondary school with half its pupils in elementary grades. The management is lax, but the classroom work is fairly well done.

The school was founded by the African Methodist Episcopal Zion Church, and is owned and supervised by the general board of that denomination. A board of colored trustees acts in an advisory capacity.

¹ Elected since date of visit.

Attendance.—Total, 44; elementary 24, secondary 20; boarders, 25.

Teachers.—Total, 6; all colored; male 2, female 4.

Organization.—Eight years of elementary and three years of high school work are provided. There is practically no industrial work or teacher training, and almost no departure from the old type of college-preparatory high school. Little effort is made to use the dormitories for home training. The agricultural operations are for profit and not for education.

Financial, 1913-14.—The accounts were kept in part by the principal and in part by a nonresident treasurer. No financial statistics could be obtained except the following estimates, which were given by the principal:

Income, excluding noneducational receipts.....	\$2,821
Expenditure, less noneducational receipts.....	1,917
Indebtedness.....	700
Value of plant.....	12,600

Sources of income: African Methodist Episcopal Zion Churches, \$1,501; rallies and donations, \$1,043; tuition and fees, \$277. The noneducational receipts were from the boarding department and amounted to \$1,381.

Items of expenditure: Supplies, \$1,655; salaries, \$1,150; power, light, and heat, \$462; other expenses, \$31. The excess of income over running expenses was \$911. During the year a payment was made from this balance on the debt of the school, but the principal did not know the exact amount paid.

Plant.—Land: Estimated value, \$3,600. The land consists of 36 acres of well-drained land on the edge of Madisonville.

Buildings: Estimated value, \$8,500. There are two 2-story frame buildings. One is used for classroom and boys' dormitory and the other for principal's home and girls' dormitory. The buildings are old but in fairly good repair.

Equipment: Estimated value, \$500. The equipment consists of classroom and dormitory furniture.

Recommendations.—1. That in view of the small attendance, effort be made to combine this school with the public-school system, so that the institution may be made the county training school.

2. That the accounts of the school be kept by a treasurer who is responsible to the principal.

3. That part of the land be used for practical work in gardening.¹

4. That the dormitory rooms be more carefully supervised and the girls receive instruction in cooking and serving in the school dining room so that the boarding department may be more intimately related to the home life of the pupils.

Date of visit: March, 1915.

JESSAMINE COUNTY.

	White.	Negro.
Population, 1910.....	9,650	2,962
Children 6 to 14 years of age, 1910.....	1,801	529
Teachers' salaries in public schools, 1912-13.....	\$15,441	\$3,980
Teachers' salaries per child 6 to 14 in county.....	\$8.57	\$7.52
Percentage illiterate, 1910.....	8.3	29.6

¹ See recommendations in summary chapter, p. 22.

The rural population is 76.7 per cent of the total. The number of teachers is 43 in white schools and 14 in colored schools. The average attendance is 1,222 white pupils and 388 colored pupils.

These statistics indicate a need for some increase in public school facilities. In the town of Camp Nelson the public school is low in grade and the term is short. Effort should be made to bring about cooperation with the Fee Memorial Institute so that the duplication of elementary work may be avoided.

CAMP NELSON.

FEE MEMORIAL INSTITUTE.

President: H. W. McNair.

A small elementary school with a seven months term. The 37 pupils were doing low-grade work. The school is owned and controlled by the Presbyterian Board of Missions for Freedmen. There are two teachers. In addition the principal's wife supervises the "dormitory," which had six girl boarders at the time of visit.

Financial, 1913-14.—No adequate financial records are kept. It was estimated by the principal that the income was \$1,000, of which \$850 came from the Presbyterian Board of Missions and \$150 from tuition. Most of this was expended for teachers' salaries.

Plant.—Estimated value, \$5,450. Land: Estimated value, \$3,000. The land consists of 150 acres near the town of Camp Nelson, 8 miles from the railroad. The land is practically all cleared. Though an excellent demonstration plot is maintained, little educational value is derived from the work.

Buildings: Estimated value, \$2,250. There are two buildings, one a two-story frame structure used for dormitory and for the principal's home, the other a one-story frame building with two rooms used as classrooms. The buildings are in poor repair and, they were in disorder at the time of visit. The fences and outhouses are also in bad repair.

Movable equipment: Estimated value, \$200. There is not sufficient schoolroom equipment. Only a few dormitory rooms are provided with necessary furniture.

Recommendation.—That this school be combined with the public school to form a county training school.¹

Date of visit: March, 1915.

JEFFERSON COUNTY.

	White.	Negro.
Population, 1910.....	217,109	45,794
Children 6 to 14 years of age, 1910.....	34,877	5,757
Teachers' salaries in public schools, 1912-13.....	\$626,828	\$89,250
Teachers' salaries per child 6 to 14 in county.....	\$17.97	\$15.50
Percentage illiterate, 1910.....	1.7	19.7

The rural population is 14.8 per cent of the total. The number of teachers is 666 in white schools and 143 in colored schools. The average attendance is 20,580 white pupils and 4,446 colored pupils. The public schools of Jefferson County are fairly satisfactory.

The schools of the city of Louisville are progressive. In addition to the elementary schools, an excellent city high school and a teacher-training school are maintained.

¹ See recommendations in summary chapter, p. 22.

The State Baptist University is duplicating to a large extent the work done in the public high school and normal school. The policies of the denominational school should be directed more to the State-wide need for teachers and preachers. The principal facts concerning one of the Catholic parish schools will be found in the summary of Catholic schools for the State. The other Catholic school did not report. The Presbyterian Social Settlements are described in the summary of special institutions.

LOUISVILLE.

LOUISVILLE PUBLIC HIGH SCHOOL.

Principal: W. B. Matthews.

A well-organized city school offering four years of secondary work with industrial training. The teaching force and equipment are considerably above the average.

Attendance.—Total, 402; male 153, female 249.

Teachers.—Total, 16; all colored; male 8, female 8.

Organization.—The course is modern and compares favorably with that of the white high schools of the city. The half-year promotion system is followed. The equipment for teaching science is good. Manual training and mechanical drawing are provided for boys, cooking and sewing for girls; the equipment is excellent but the space is rather limited for so large a school.

*Plant.*¹—Estimated value, \$41,000. The plant consists of a city lot, a large brick building, and classroom furniture, shop machinery, and laboratory apparatus valued at \$3,700.

Date of visit: March, 1915.

LOUISVILLE COLORED NORMAL SCHOOL.

Principal: A. E. Meyzeek.

A city teacher-training school with two years of work above secondary grade. It is taught in connection with one of the public elementary schools. There were 27 pupils in attendance, all young women.

Two colored teachers conduct the teacher-training classes, and the last six months of the course are spent in practice teaching under critic teachers who teach the elementary grades in the city schools. Two hours a week are given to industrial work.

Recommendation.—That manual training and gardening be introduced with a view to training teachers of these subjects for city schools.²

Date of visit: February, 1916.

STATE BAPTIST UNIVERSITY.

President: M B. Lanier.³

A secondary school with some elementary pupils and a few students in college subjects. The school has gained the confidence of many influential white men of Louisville and of the State, but its work is handicapped by inadequate financial support.

The institution was founded in 1879 by the General Association of Colored Baptists of Kentucky, and is owned by that body. A board of trustees of 12 colored men and an advisory board of 12 white men are appointed by the association. Aid is given by the American Baptist Home Mission Society.

¹ Since date of visit a large brick building has been erected.

² See recommendations in summary chapter, p. 22.

³ Elected since date of visit.

Attendance.—Total, 130; elementary 86, secondary 44; boarders, 45. Six of the secondary students reported college and theological subjects. There were 25 boys and 19 girls in the secondary classes. All but four were from places outside of Louisville. In addition to the pupils regularly enrolled, 31 men were reported in a special course for ministers.

Teachers and workers.—Total, 15; white 1, colored 14; male 9, female 6; grades and academic 11, girls' industries 2, matron and bookkeeper.

Organization.—Elementary: The elementary work is confined to the four upper grades. The teachers in these grades also have secondary classes.

Secondary: Secondary work is done in the four years of the so-called normal course. The course includes: Greek, 3 years; Latin, 2½; German, ½; English, 2; mathematics, 3; history, 1½; elementary science, ¼; education and psychology, 1; bookkeeping, ¼; reviews, ½; Bible, ½. The pupils reporting college subjects had more advanced work in Latin, Greek, and mathematics, with an additional year of history and ethics. The two theological students took Hebrew instead of Latin.

Industrial: No industrial training is provided for boys. The girls' industries consist of cooking, sewing, and a little millinery.

Financial, 1912-13.—The books are kept in accordance with the requirements of the American Baptist Home Mission Society, and the records are carefully preserved. The more important items for the year were:

Income, excluding noneducational receipts.....	\$11, 308
Expenditures, less noneducational receipts.....	9, 501
Indebtedness.....	19, 129
Value of plant.....	60, 000

Sources of income: Colored Baptist State Convention, \$5,741; contributions from churches and individuals, \$2,463; tuition and fees, \$1,563; American Baptist Home Mission Society, \$1,100; Woman's American Baptist Home Mission Society, \$270; other sources, \$171. The noneducational receipts amounted to \$2,690, of which \$2,454 was from the boarding department and \$236 from sale of books.

Items of expenditure: Salaries, \$2,700; supplies for boarding department, \$2,585; repairs, \$698; supplies and sundries, \$546; other items, \$5,662.

Indebtedness: The debt is \$19,129, of which \$10,500 is in the form of mortgage and represents balance due on one of the buildings; \$5,328 is for back salaries; and \$3,301 is in current bills. Of the amount due in salaries, \$3,288 is owed to teachers now at the school and \$2,040 to teachers who have left.

Plant.—Land: Estimated value, \$20,000. The campus contains about 4 acres of city property. The general appearance of the grounds is good.

Buildings: Estimated value, \$38,500. There are three brick buildings. The girls' dormitory and domestic-science building is a neat three-story structure containing 30 dormitory rooms, 5 rooms for teachers, 8 classrooms, assembly room, dining room, and kitchen. This building was erected by the colored women of Kentucky at a cost of \$25,000. The building housing the chapel and boys' dormitory is two stories high. The recitation building, a three-story structure, was formerly a residence.

Movable equipment: Estimated value, \$1,500. The equipment is meager throughout. There is no shop equipment or scientific apparatus.

Recommendations.—1. That the organization of the school be simplified and a name more descriptive of the work selected.

2. That foreign languages be not allowed to interfere with adequate provision for teacher training, gardening, and simple industrial training.¹

3. That the movement of the white Baptists of Kentucky to supplement the money raised by the colored Baptists to save the institution be extended as far as possible.

Dates of visits: April, 1914; March, 1915. Facts verified, 1916.

SHELBY COUNTY.

	White.	Negro.
Population, 1910.....	14,050	3,991
Children 6 to 14 years of age, 1910.....	2,571	785
Teachers' salaries in public schools, 1912-13.....	\$14,925	\$4,978
Teachers' salaries per child 6 to 14 in county.....	\$5.81	\$6.34
Percentage illiterate, 1910.....	4.3	38.7

The rural population is 81.1 per cent of the total. The number of teachers is 75 in white schools and 17 in colored schools. The average attendance is 1,799 white pupils and 433 colored pupils.

These statistics indicate a need for some increase in public-school facilities. The Lincoln Institute cooperates with the county in providing an elementary school on its campus. The principal object of this institution should be the training of farmers and teachers for the State.

LINCOLN RIDGE.

LINCOLN INSTITUTE OF KENTUCKY.

President: A. E. Thomson.²

An effectively managed school of elementary and secondary grade with good equipment and considerable endowment. Emphasis is placed on development of character. The instruction in manual training, agriculture, and household arts is limited.

The school was founded in 1912 by the trustees of Berea College to provide for colored pupils excluded from that college by State law. It is now controlled by an independent board of trustees and supported by endowment and donations.

Attendance.—Total, 104; elementary 49, secondary 55; male 53, female 51. Nearly all the pupils were from Kentucky.

Teachers and workers.—Total, 15; white 8, colored 7; male 8, female 7; grades 2, academic 2, music 1, boys' industries 2, girls' industries 1, agriculture 1, administrative workers 6. The industrial teachers give part time to academic subjects.

Organization.—Elementary: The elementary work comprises grades from the fifth through the eighth.

Secondary: The "normal" course of three years includes instruction in English, Latin, mathematics, Bible, history, physics, agriculture, and teacher training.

Industrial: Manual training is provided for some of the boys. Ten hours a week is allotted to this work. The pupils assist in the repair of the buildings. The girls have good instruction in cooking and sewing.

¹ See recommendations in summary chapter, p. 22.

² White.

Agriculture: A general course in classroom agriculture is given to all pupils in the second "normal" year. A few boys elect special courses in the other two years and assist in the farm work. The State Experiment Station has placed a branch in horticulture on the school farm. Strong effort is being made to make all farm operations an example to the colored farmers of the State.

Financial, 1912-13.—The school has a good system of accounts. A full financial report is made annually by the treasurer to the trustees. According to the report for the year the more important items were:

Income, excluding noneducational receipts.....	\$19,671
Expenditures, less noneducational receipts.....	22,564
Indebtedness.....	68,500
Value of property.....	519,498

Sources of income: Endowment funds, \$12,429; general donations, \$4,898; tuition and fees, \$1,789; rentals, \$555. The noneducational receipts amounted to \$11,812, of which \$5,174 was from the boarding department and laundry, \$2,329 from the power and heating plant and water works, \$1,801 from the agricultural department; \$1,790 from the shops; \$688 from the institute store, and \$30 from the domestic-science department.

Items of expenditure: Salaries of academic and administration departments, \$8,870; boarding department and laundry expenses, \$7,134; power and heating plant and water works, \$4,069; expenses of administration and soliciting, \$3,667; expenses of agricultural department, \$3,136; shop expenses, \$2,507; commissions and interest, \$2,167; maintenance of grounds and buildings, \$1,647; insurance, \$691; watchman, \$298; other expenses, \$190.

Indebtedness: Of the indebtedness about \$64,000 is part of original expense of erecting the buildings and about \$4,500 is current bills payable.

School property: The school property consists of \$250,936 in the school plant, \$250,298 in endowment funds, \$14,739 in cash and supplies on hand and other current assets, and \$3,525 in reserve funds.

Plant.—Land: Estimated value, \$46,837. The school owns 444 acres of land, of which 100 acres are cultivated. About 20 acres are used for campus. A large part of the remaining land is used for pasture and grazing purposes. The campus is well planned and considerable money has been expended on roads and improvements.

Buildings: Estimated value, \$184,949. This includes the buildings proper, \$137,617; the heating system, \$25,232; the water works, \$11,444; the electric-light system, \$5,608; the sewer system, \$4,077; the railroad siding, \$940; and the telephone system, \$32. There are four large brick buildings. The main building is a well built three-story structure used for classrooms and administration; the two dormitories are three-story buildings; the industrial building is two stories high with two one-story wings. There are also four neat two-story frame cottages used for principal's residence and teachers' homes, and a large barn. All of the buildings are comparatively new and are well kept.

Movable equipment: Estimated value, \$19,150. The movable equipment consists of furniture for classrooms and dormitories, farm implements, live stock, and machinery in shops.

Recommendations.—1. That the teacher-training course include adequate provision for theory and practice of gardening, manual training, and household arts.¹

2. That expert advice be obtained to plan the operation of the farm so as to combine the profitable cultivation of the land with educational use of student labor.

Dates of visits: April, 1914; March, 1915; March, 1916.

WARREN COUNTY.

	White.	Negro.
Population, 1910.....	24,466	6,113
Children 6 to 14 years of age, 1910.....	4,671	1,135
Teachers' salaries in public schools, 1912-13.....	\$24,580	\$5,494
Teachers' salaries per child 6 to 14 in county.....	\$5.26	\$4.84
Percentage illiterate, 1910.....	9.3	36.6

The rural population is 70 per cent of the total. The number of teachers is 135 in white schools and 35 in colored schools. The average attendance is 3,650 white pupils and 835 colored pupils.

These statistics indicate that the public schools are fairly satisfactory. As the city of Bowling Green furnishes a good high school, there seems to be little need for the Cumberland Presbyterian School.

BOWLING GREEN.

BOWLING GREEN PUBLIC HIGH SCHOOL.

Principal: E. E. Reed.

A small city school offering four years of secondary work with industrial training for girls. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 42; male 11, female 31. The elementary enrollment was 420.

Teachers.—Secondary, 4; all colored; male 3, female 1. There were 9 teachers for the elementary grades.

Organization.—Secondary: The usual secondary subjects are offered, including a good course in science. Cooking and sewing are provided for girls.

Plant.—Estimated value, \$10,000. The plant consists of a city lot, an old two-story brick building, and equipment valued at \$750.

BOWLING GREEN ACADEMY.

Principal: R. L. Hyde.

A small school of elementary and secondary grade located a block away from an 11-grade public school. The management is very unsatisfactory.

The school is owned by the Kentucky Branch of the Colored Cumberland Presbyterian Church and supported in part by the Presbyterian Board of Missions for Freedmen. It is supervised by a board of trustees elected by that body.

Attendance.—Total, 61; elementary 45, secondary 16. There were 17 girls boarding at the school. Nine theological pupils were claimed, but none were present on the day of visit. The reported enrollment for the year was 170.

Teachers.—Total, 7; all colored; male 3, female 4.

¹ See recommendations in summary chapter, p. 22.

Organization.—At the time the school was visited the elementary classes were being taught in dark, dirty rooms. The 16 secondary pupils were taking a classical college preparatory course. The theological instruction is given by the principal and one part-time teacher.

Financial, 1913-14.—The accounts are kept by a nonresident treasurer. The boarding department is operated by the principal, who keeps no accounts. The following are the important items:

Income.....	\$2,000
Expenditure.....	2,000
Plant.....	5,600

Sources of income: Presbyterian Board, \$964; colored Presbyterian Churches, \$550; tuition \$486.

Expenditures: Salaries, \$1,600; other expenses, \$400.

Plant.—Land: Estimated value, \$2,400. The land consists of three city lots in separate blocks.

Buildings: Estimated value, \$3,000. There is a two-story brick building, old, dark, and dirty, which is used for classrooms. This building also contains a few boys' rooms. There is also a one-story house, part frame and part brick. The principal lives in the brick part; the girls' rooms are in the frame part.

Equipment: Estimated value \$200. The equipment is very meager.

Recommendation.—In view of the small number of Negroes in the surrounding country, and the existence of a good public school for Negroes, the Presbyterian Board of Missions should transfer its appropriation for this school to some place where the need is more urgent.

Date of visit: April, 1915.

BAPTIST SCHOOLS.

Besides the "State University," which is aided by the American Baptist Home Mission Society, four Baptist schools are reported in Kentucky. Three of these have been closed for a year or two; the fourth is of minor importance. This school and the Hopkinsville Male and Female College, which may possibly reopen, are described below.

CHRISTIAN COUNTY—HOPKINSVILLE.

HOPKINSVILLE MALE AND FEMALE COLLEGE.

President: P. T. Frazer.

The school has been closed on account of a lawsuit between the principal and the trustees involving \$2,000 back salary alleged to be due to the principal. According to the statements of the principal the school was of elementary grade with high-school enrollment and accommodations for 50 boarders. The elementary and high-school work is now very effectively done by an 11-grade high school which is one of two public schools operated by the city of Hopkinsville. The private school employed six teachers before it closed. The plant, estimated value \$7,000, is owned by several Baptist associations and consists of 5 acres of land, a large poorly constructed frame building, a two-room cottage, and equipment valued at \$500.

Recommendation.—In view of the existing public school for Negroes, there seems to be no need of reopening this school in Hopkinsville.

Date of visit: March, 1915.

TRIGG COUNTY—CADIZ.

CADIZ NORMAL AND THEOLOGICAL SCHOOL.

Principal: W. H. McRidley.

A small elementary school founded in 1894 by the principal. It is owned by an incorporated board of trustees representing the local Baptist Association. There were 18 pupils present on day of visit, all below the eighth grade. No normal or theological students were present. The school is taught by the principal and one assistant. No financial accounts were kept. As far as could be determined from the principal's estimates the income amounted to \$1,500, about half from tuitions and half from donations. Of this \$1,200 was expended for salaries and \$300 for other purposes. The plant, estimated value \$1,200, consists of 2 acres of land, one small frame building, and meager equipment.

Recommendation.—That effort be made to combine the resources of this school with the limited public school fund for Negroes in Cadiz.

Date of visit: March, 1915.

Schools which were reported but found closed are located as follows:

County.	Town.	School.
Laurel.....	London.....	London College.
Barren.....	Glasgow.....	Glasgow College.

CATHOLIC PARISH SCHOOLS.

There are six Catholic parish schools in Kentucky. The principal facts reported concerning them are given below. The religious interest is strong in all of these schools.

County.	Town.	School.	Attendance.	Teachers.
Fayette.	Lexington.	St. Peter Claver's School.	80	2
Jefferson.	Louisville.	St. Peter Claver's School.	140	3
Marion.	Raywick.	St. Francis Xavier's School.	67	1
Marion.	St. Mary.	St. Charles' School.	65	1
Nelson.	Bardstown.	St. Monica's School.	106	2
Nelson.	New Hope.	Parish School.	48	1

SCHOOLS OF MISCELLANEOUS DENOMINATIONS.

In addition to the denominational institutions already described there are two other small schools in Kentucky. One of these is owned by the African Methodist Episcopal Church and one by the Christian Church. The Central Christian Institute, owned by the Christian Denomination, was not in session at the time Kentucky was visited and a report of its work could not be obtained. The school was about to be moved from Louisville to Hopkinsville. The African Methodist Episcopal School is described below.

MERCER COUNTY—HARRODSBURG.

WAYMAN INSTITUTE.

President: C. H. Boone.

A small elementary school owned by the Kentucky Conference of the African Methodist Episcopal Church and controlled by a board of trustees. It is located within sight of a public school with a seven-months term, good teaching force, and much larger attendance.

Attendance.—Total, 33; boarders, 12.

Teachers.—Total, 3; all colored; male 1, female 2.

Financial, 1913-14.—As far as could be determined, the income amounted to approximately \$1,500, of which \$1,350 was from the African Methodist Episcopal Conference and \$150 from tuition and fees. Of the expenditures \$1,260 was for salaries and \$240 for other purposes. The indebtedness was \$800.

Plant.—Estimated value, \$7,000. The plant consists of 20 acres of land, three small two-story frame buildings, and equipment valued at \$500. None of the land is cultivated.

Recommendation.—That the institution be moved to some locality where there is greater need for school facilities.

Date of visit: March, 1915.

INDEPENDENT SCHOOLS.

Besides the Lincoln Institute, described in Shelby County, there are two small independent schools in Kentucky.

LINCOLN COUNTY—McKINNEY.

McKINNEY POLYTECHNIC INSTITUTE.

Principal: J. M. Bates.

A small elementary school with a six months' term. The teacher is paid by the county. The plant is owned by a board of trustees, the majority of whom are nonresident members who do not supervise the school. The principal solicits money, but neither the size of the plant nor the educational work of the school warrants donations. The reported attendance was 57. The school term had expired on the day of visit. All the teaching is done by one colored woman, who receives a salary of about \$180 a year from the county. No report of money collected by the principal could be obtained. The plant, estimated value \$8,200, consists of about 100 acres of land, a neat two-story frame building, and equipment valued at \$700. None of the land is used for agriculture.

Recommendations.—1. That effort be made to have the county take over the entire property and develop the institution into a county training school.

2. That all donations be withheld from the school as a private enterprise.

Date of visit: April, 1915.

PADUCAH.

WEST KENTUCKY INDUSTRIAL COLLEGE.

President: D. H. Anderson.

An elementary day school of doubtful management supported in part by the county. The plant is owned by the principal. There were 16 pupils and one teacher. The principal spends practically all his time soliciting money, raising his own salary in this way. The teacher is paid for six months by the county and for three months by private subscription. The income is approximately \$500. The plant, estimated value \$2,000, consists of a city lot, an unfurnished building, and equipment valued at \$100.

Recommendation.—That the public school be separated from the doubtful private enterprise.¹

Date of visit: April, 1915.

PUBLIC HIGH SCHOOLS.

Of the nine four-year high schools in Kentucky, five are located in counties with important private schools and are discussed in their respective counties. Three of the remaining four are discussed in this summary. The Richmond High School was not visited, but is reported by the State high-school inspector to be a four-year high school with 32 secondary pupils. Only one of the three high schools with a three-year course was visited. This school, the Hopkinsville Colored High School, is described below.

¹ See recommendations in summary chapter, p. 22.

CHRISTIAN COUNTY—HOPKINSVILLE.

HOPKINSVILLE PUBLIC HIGH SCHOOL.

Principal: E. E. Bobo.

A city school offering three years of secondary work. The large elementary grades are taught in the same building. There were 24 secondary pupils, most of them in the first year. The attendance in elementary grades was about 500. The principal and a colored woman teach the secondary subjects. The plant, estimated value \$10,000, consists of a two-story frame building with good classroom furniture.

Date of visit: April, 1915.

DAVIESS COUNTY—OWENSBORO.

OWENSBORO PUBLIC HIGH SCHOOL.

Principal: A. O. Guthrie.

A city school offering four years of secondary work with industrial training for girls. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 77; male 25, female 52. The elementary enrollment was 371.

Teachers.—Secondary, 4; all colored; male 1, female 3.

Organization.—English, Latin, and mathematics are taught throughout the secondary course. History is taught three years and physics, physical geography, agriculture, and psychology one year each. Instruction in cooking and sewing is provided. The work is fairly effective.

Plant.—Estimated value, \$23,000. The plant consists of a city lot, a two-story brick building in good repair, and fairly good equipment.

Date of visit: February, 1916.

HENDERSON COUNTY—HENDERSON.

HENDERSON PUBLIC HIGH SCHOOL.

Principal: H. F. Jones.

A city school with 25 pupils in the four high-school years. The eight elementary grades, with 341 pupils enrolled, are located in the same building. Secondary subjects are taught by three colored teachers. Some instruction in sewing is provided for girls. The plant, estimated value \$40,000, consists of an acre of ground, a two-story brick building, and equipment valued at \$400.

Recommendation.—That manual training and gardening be made a part of the regular course.

Date of visit: February, 1916.

McCRACKEN COUNTY—PADUCAH.

PADUCAH PUBLIC HIGH SCHOOL.

Principal: J. B. F. Prather.

A city school offering four years of secondary work. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 39; male 13, female 26.

Teachers.—Secondary, 4; all colored; male 1, female 3.

Organization.—The usual secondary subjects are offered with liberal attention to science. The instruction is good. There is no industrial training.

Plant.—Estimated value, \$22,000. The plant consists of a city lot and a two-story brick building in good repair. The equipment is limited to classroom furniture.

Recommendation.—That industrial work be added and gardening made a part of the regular course.

Date of visit: February, 1916.

SPECIAL INSTITUTIONS. -

In addition to the schools described above, there are in Louisville several colored missions. The two which are well established are under the direction of the Southern Presbyterian churches in the city and do social settlement work with an excellent corps of Southern white workers. Recently the white Baptist Theological Seminary of Louisville established the Sunshine Center Mission to do the same character of work. The Presbyterian missions are as follows:

JEFFERSON COUNTY—LOUISVILLE.

PRESBYTERIAN COLORED MISSIONS.

Superintendent: John Little.¹

Two missions in crowded districts of the city doing work resembling that of an institutional church. They have been developed through the earnest endeavors of the superintendent and his wife, both Southern white people of ability, who have been aided by members of the white churches of Louisville. They are owned and controlled by "the Committee on Colored Evangelization of the Presbyterian and Reformed Churches of Louisville." Some of the leading white citizens of Louisville have volunteered as Sunday school teachers and instructors of sewing and cooking.

The work was begun in 1898 as a Sunday school mission conducted with the help of students from the Southern Presbyterian Theological Seminary. The missions provide classes in cooking and sewing, playgrounds, clubs, bathing facilities on week days and Bible classes on Sundays. In addition to the local work for colored children, the superintendent and his wife spend much time in speaking to audiences of Southern white people in behalf of educational and missionary work for colored people.

Financial, 1914-15.—Careful accounts are kept and the financial management is economical. The more important items for the year were:

Income.....	\$8,481
Expenditures.....	9,287
Value of property.....	17,558

Sources of income: Churches in Louisville, \$4,259; individuals in Louisville, \$1,903; individuals outside of Louisville, \$628; Home Mission Committee of Atlanta, \$592; Freedmen's Board of Pittsburgh, \$500; Home Mission Committee of Philadelphia, \$500; churches outside of Louisville, \$99.

Items of expenditure: Salaries, \$6,278; charitable purposes, \$737; sewing school, \$234; cooking school, \$88; traveling expenses, \$42; bathhouse, \$18; fuel, light, postage, stationery, and other purposes, \$1,890.

Plant.—The plant consists of two city lots, two small, well-kept brick buildings, and equipment valued at \$2,338. A small playground is provided on one of the lots. The equipment consists of furniture and fairly good apparatus for manual training, sewing, and cooking.

Recommendations.—1. That as a type of successful work which Southern communities can do, this movement receive the encouragement of general support as well as increased local aid.

2. That the equipment be increased and funds provided for better trained workers in order that the industrial work may be more effective.

Date of visit: March, 1915.

¹ White.

X. LOUISIANA.

SCHOOL FACILITIES IN THE STATE.

There are 713,874 colored people in Louisiana, forming 43.1 per cent of the total population. They constitute 60.8 per cent of all persons engaged in agricultural pursuits in the State. As a result of the ravages of the boll weevil, the number of farms owned by Negroes decreased 5.6 per cent between 1900 and 1910. As farmers, renting and owning land, Negroes have charge of 2,121,258 acres; as farm laborers, they undoubtedly cultivate a much larger area. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 48.4 per cent of the persons 10 years of age and over and 41.0 per cent of the children 10 to 14 years of age, and the death rate is almost twice as high as that of the white people. Such a degree of illiteracy and ill health is certain evidence of extensive waste of economic resources and human energy. In view of these facts, it is important to note the following summary of the public-school facilities and educational needs of Louisiana as they are shown in the reports of the United States census and the State superintendent of public instruction:

	White.	Negro.
Population, 1910.	941,086	713,874
Children 6 to 14 years of age, 1910.	¹ 204,385	161,969
Teachers' salaries in public schools, 1911-12.	\$2,807,103	\$211,376
Teachers' salaries per child 6 to 14 in State ²	\$13.73	\$1.31
Percentage illiterate, 1910.	14.1	48.4
Percentage living in rural communities, 1910.	64.4	77.5

Public appropriations.—The public school teachers of Louisiana received \$3,018,479 in salaries in 1911-12. Of this sum \$2,807,103 was for the teachers of 204,385 white children and \$211,376 for the 161,969 colored children. On a per capita basis this is \$13.73 for each white child of school age and \$1.31 for each colored child. Map 14 presents these per capita figures for each parish in Louisiana, the proportion of Negroes being indicated by the shading. The inequalities are greatest in parishes with the largest proportion of Negroes. The per capita sums for white children decrease and those for colored children increase, with considerable regularity, as the proportion of Negroes becomes smaller. The extent of this regularity appears in the following table, which shows the per capita expenditure for parish groups, based on the percentage of Negro population:

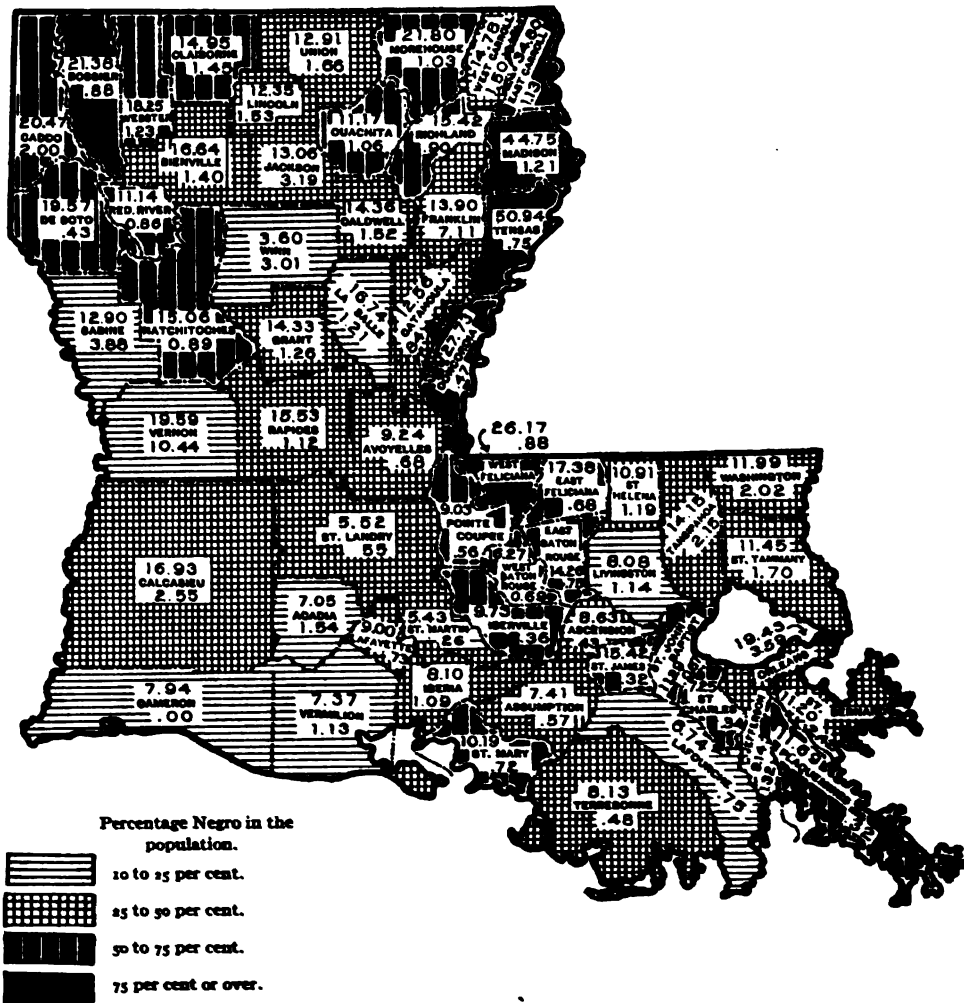
Parish groups.	Percentage of Negroes in the population.	White school population.	Negro school population.	Per capita white.	Per capita Negro.
Parishes 10 to 25 per cent ³		33,701	7,796	\$10.18	\$2.42
Parishes 25 to 50 per cent.		128,913	70,723	14.21	1.66
Parishes 50 to 75 per cent.		39,132	66,467	14.18	.91
Parishes 75 per cent and over.		2,639	16,983	28.89	.87

¹ Includes 254 Indians and Asiatics.

² These figures were computed by dividing the amount of teachers' salaries in public schools by the number of children 6 to 14 years of age enumerated by the United States census. The salaries were obtained from the report of the State superintendent of education, 1911-12.

³ There are no counties (parishes) in this State having less than 10 per cent Negro population.

The high per capita cost for white children in the "black belt" sections is partly explained by the fact that the children are few in number and widely scattered. The smaller cost of schools for colored children is partly due to the lower wage scale for colored teachers and partly to the very limited provision for high school education. It is



MAP 14.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN LOUISIANA ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

apparent, however, that these explanations by no means account for the wide divergencies in the "black belt." In addition to the \$2,807,103 appropriated for the teachers of white public schools, the State appropriated \$265,654 to maintain two industrial schools, one normal school and one institution of higher learning. To the \$211,376 appropriated

for colored public school teachers the State added \$10,000 to supplement the income of the State agricultural and mechanical school, largely maintained by Federal funds.

Private financial aid.—The deficiencies presented above in the public expenditures for the education of the colored people largely explain the active campaigns for private schools since the Civil War. As a result of this activity the private schools have a property valuation of \$1,116,987, an annual income of \$122,031, and an attendance of 9,210 pupils, of whom 8,507 are in elementary grades. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. In Louisiana, however, the total expenditures of both public and private schools for colored people is far less than the expenditures for white teachers in public schools alone. In addition, the income of the four large private white schools, as reported to the Bureau of Education, was \$531,203, as against an income of \$122,031 for all colored private schools. A summary of the income and property of the private and higher colored schools grouped according to ownership is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.....	64	\$122,031	\$1,116,987
Independent.....	7	10,831	118,037
Denominational.....	57	111,200	998,950
State and Federal.....	1	31,384	95,250

According to this table the annual income and property value of the denominational schools are much higher than those of the independent schools. The annual income of the colored schools owned by denominations whose membership is white or largely so aggregates \$85,749, as against \$25,451 for those of the colored denominations. The property owned by the former group is valued at \$901,500 and that owned by the latter at \$97,450. Some of the schools owned by white denominations receive considerable sums of money from their colored members. The statistics of the State and Federal schools with an income of \$31,384 and property valuation of \$95,250 are in striking contrast with those of the private schools. In addition to the private aid indicated in the table, about \$4,189 was appropriated for general supervision and special phases of education by the Jeanes and Slater Funds.

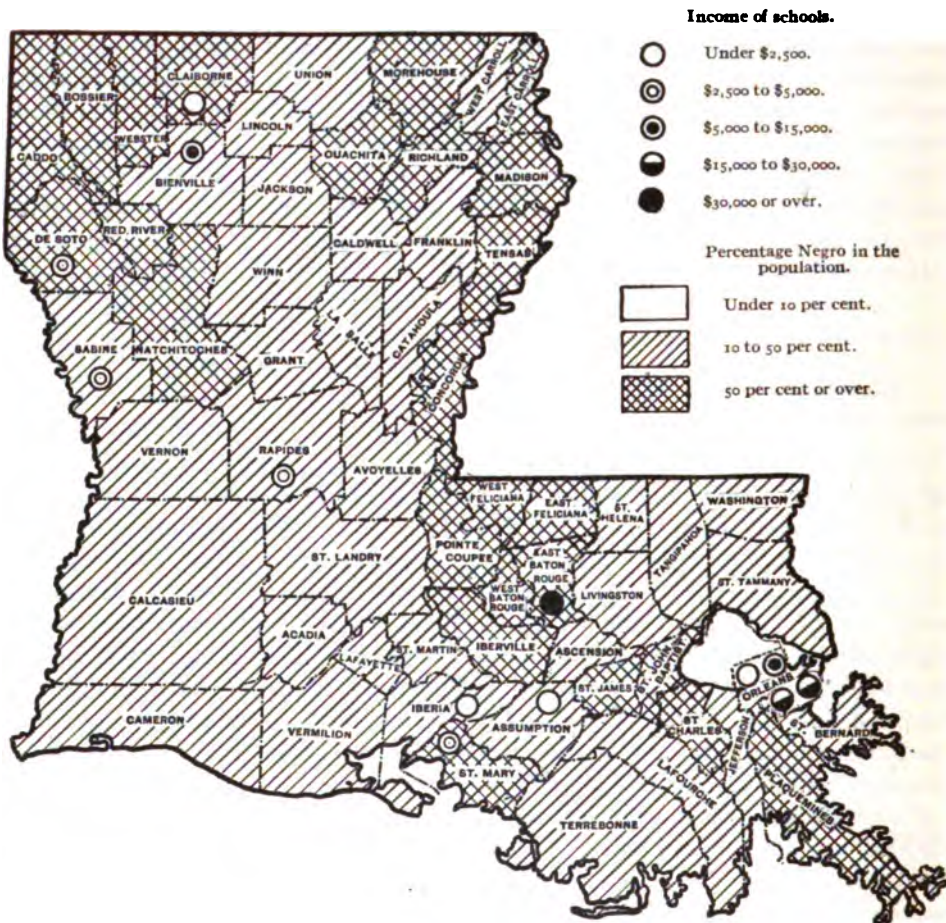
While the total number of private schools is 64, only 13 form an important part of the educational activities of the State. Some of the remaining 51 may be justified on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The 12 more important schools are described under their respective counties and their location is shown on map 15. The other schools are summarized according to ownership and discussed at the end of this chapter. The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

	Number of schools.	Total.	Attendance— Elementary.	Secondary.
Total private schools.....	64	¹ 9,210	8,507	629
Independent.....	7	702	671	31
Denominational.....	57	¹ 8,508	7,886	598
State and Federal.....	1	160	102	58

¹ Includes 24 college students.

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that less than one-tenth of the pupils are of secondary grade and only 24 are in college classes.

Attendance.—The United States census reported 161,969 colored children, 6 to 14 years of age, of whom 60,654 were attending school. A study of the figures for the public



MAP 15.—PRIVATE SCHOOLS FOR NEGROES IN LOUISIANA.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

and private schools shows that while a majority of the elementary colored pupils are in the public schools, most of the secondary and all of the college pupils are in private schools. A majority of the white elementary and secondary pupils are in public schools while the white pupils of college grade are about equally divided.

Elementary.—The inadequacy of the elementary school system for colored children is indicated by the fact that the attendance in both public and private schools is less than

38 per cent of the children of elementary school age. The average term of the public school is less than four months. A large percentage of the teachers are poorly trained. The 8,507 pupils in the private schools are fairly well taught, but they form only a small part of the 60,654 children attending school and a still smaller fraction of the 161,969 children of elementary school age.

Secondary.—There are no public high schools for colored people in Louisiana. The State agricultural and mechanical school furnishes secondary instruction for 58 pupils. The remaining 629 secondary pupils are in 13 private schools, 4 of which offer four-year courses. The courses of study of most of these schools follow closely the college preparatory or classical type. Practically all make Latin the central subject.

College.—The only provision for teaching college subjects is made in Straight and New Orleans Colleges, both in New Orleans. The collegiate attendance of both of these schools aggregates only 24.

Teacher training.—The most urgent need of the colored schools in Louisiana is trained teachers. The supply now depends almost entirely on secondary schools, practically all of which are private institutions. Of these only six offer even fair preparation and two others include one or two teacher-training subjects in their general course. To supplement these facilities, an effort is now being made to develop county training schools. Through the cooperation of the Slater Fund and the General Education Board with the parishes two of these schools are now maintained. As yet, however, the work is entirely of elementary grade. The pupils in the graduating classes of all the schools offering teacher training aggregate about 100, an annual output obviously too small to meet the needs of a State with over 710,000 colored people and about 1,300 colored public school teachers, many of whom are poorly prepared for their work.

Industrial.—The State school is being reorganized to teach the trades. The industrial facilities of the private schools are limited. Eight have satisfactory industrial courses in one or two lines and a few others are making unsatisfactory attempts to do industrial work. The schools with satisfactory industrial courses have good work in cooking and sewing. The industrial work for boys is poor.

Agricultural.—The facilities for agricultural instruction of the Negroes of Louisiana are very limited. The State school was moved to a rural site in 1915. The Sabine Normal School is a small school which makes good provision for teaching simple agriculture. Three other schools have farms on which some of the students work as laborers, but make practically no provision for systematic instruction in agriculture. Five other schools have courses in gardening.

Supervision.—Special supervision for Negro schools is confined to that provided by the Jeanes Fund. Ten parishes in the State have Jeanes Fund supervisors who travel among the rural schools of the parish introducing industrial work and extending the influence of the school into the community. In 1915 the Jeanes Fund appropriated \$2,189 for this purpose, the parishes contributed \$1,186, and the supervisors raised \$5,400 by appeals to the people. A State supervisor of Negro schools was appointed in 1916.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary schools. The only agencies able to supply this need are the State, the parish, and the local public school district.
2. Additional supervision and correlation of the educational activities of the State. To this end the plan of the State department of education to cooperate with the General Education Board in employing a supervisor for colored schools should be encouraged.
3. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more summer schools and teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards.
4. More provision for instruction in gardening, household arts, and simple industries. In developing this work the parishes should realize the possibilities of the Jeanes Fund industrial supervisors.
5. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 80 per cent rural.
6. The maintenance of industrial high schools in cities.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Parishes and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The parishes are arranged in alphabetical order.

ASSUMPTION PARISH.

	White.	Negro.
Population, 1910.....	14, 021	10, 105
Children 6 to 14 years of age, 1910.....	3, 362	2, 217
Teachers' salaries in public schools, 1911-12.....	\$24, 919	\$1, 259
Teachers' salaries per child 6 to 14 in parish.....	\$7. 41	\$0. 57
Percentage illiterate, 1910.....	38	50. 8

The entire population is rural. The average length of the public-school term is 8 months for white pupils and 5 months for colored. The number of teachers is 50 in white schools and 8 in colored schools. The average attendance is 1,225 white pupils and 378 colored pupils.

These statistics indicate the urgent need for additional school facilities. The work of the elementary schools should be extended and strengthened. The local Baptist Association, in cooperation with the parish, is developing the school at Belle Alliance in order that pupils may have the opportunity to supplement the very limited training they receive in the rural schools.

BELLE ALLIANCE.

ISRAEL ACADEMY.

Principal: Philomene Joseph.

A good elementary day school owned by the Baptist Church and supported cooperatively by the church and the parish.

Attendance.—Total, 215; elementary 212, secondary 3. The work covers nine grades.

Teachers.—Total, 3; all colored women.

Financial.—The income amounted to approximately \$855, of which \$580 was from the association and tuition and \$275 from the parish. Practically all the income was expended for salaries. The plant, estimated value \$1,400, consists of a small lot, a neat frame building in the rear of the church, and equipment valued at \$300.

Recommendations.—1. That the school be developed as a county (parish) training school.

2. That simple manual training, gardening, and practice teaching be introduced.¹

Date of visit: February, 1914.

BIENVILLE PARISH.

	White.	Negro.
Population, 1910.....	12, 312	9, 464
Children 6 to 14 years of age, 1910.....	2, 834	2, 591
Teachers' salaries in public schools, 1911-12.....	\$47, 160. 36	\$3, 633. 75
Teachers' salaries per child 6 to 14 in parish.....	\$16. 64	\$1. 40
Percentage illiterate, 1910.....	3. 3	53. 6

The entire population is rural. The average length of the public-school term is 7.5 months for white pupils and 3 months for the colored. The number of teachers is 97 in white schools and 39 in colored schools. The average attendance is 2,170 white pupils and 1,283 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. Coleman College has an excellent location and should be developed as a central institution for the surrounding parishes. It should be encouraged to furnish agricultural and industrial training for northern Louisiana.

GIBSLAND.

COLEMAN COLLEGE.

President: O. L. Coleman.

A secondary school with large elementary enrollment and a few boarding pupils.

The school was founded in 1890 by President Coleman. There is a nominal board of colored trustees. Part of the property is owned by the school and part by the president. The school receives aid and supervision from the American Baptist Home Mission Society.

Attendance.—Total, 274; elementary 232, secondary 42. Of the secondary students, 37 were boarders; 19 were male and 23 female. There were 38 students from farm homes. The reported enrollment for the year was 330.

Teachers.—Total, 12; all colored; male 7, female 5.

Organization.—Elementary: The eight elementary grades are fairly well taught.

Secondary: Secondary work is done in the four-year college-preparatory course, which includes: Latin, 3 years; English, 4; mathematics, 4; physics, 2; history and civics, 3; Bible, 4; psychology, 1; education, 1; physiology, 1. With the addition of

¹ See recommendations in summary chapter, p. 22.

teacher training, theory and practice of gardening, and simple manual training the course would be well adapted to the needs of the pupils.

Industrial: The pupils work for the school, but very little systematic industrial training is given. The girls receive rudimentary instruction in sewing.

Financial, 1912-13.—The books are kept in accordance with the requirements of the American Baptist Home Mission Society. The accounts of the boarding department, farm and students' labor were not clear. As far as could be determined the more important items for the year were:

Income, excluding noneducational receipts.....	\$5,754
Expenditures, less noneducational receipts.....	4,920
Indebtedness.....	700
Value of plant.....	62,000

Sources of income: Baptist churches, \$3,223; tuition and fees, \$1,085; American Baptist Home Mission Society, \$600; Woman's American Baptist Home Mission Society, \$500; public school funds, \$318; other sources, \$28. The non-educational receipts were from the boarding department and amounted to \$2,957. No statement of the receipts from the farm was given.

Items of expenditure: Supplies for boarding department, \$2,426; new building, \$2,041; salaries, \$1,996; student labor, \$1,387; other expenses, \$27.

Indebtedness: The indebtedness of \$700 represents money due for equipment and supplies.

Plant.—Land: Estimated value, \$10,000. The school owns 90 acres of land, a small part of which is used for campus; the remainder is under cultivation. The campus is neat and orderly.

Buildings: Estimated value, \$50,000. There are three 2-story brick buildings and two 2-story frame buildings, besides several cottages and smaller structures. The buildings present a fairly good appearance.

Movable equipment: Estimated value, \$2,000. Most of the equipment is furniture for classrooms and dormitories. There is a little farm equipment, but no shop equipment or scientific apparatus.

Recommendations.—1. That teacher training have a larger place in the program of the school.

2. That the trustees endeavor to obtain funds with which to introduce the theory and practice of gardening, and instruction in cooking, sewing and manual training.¹

3. That a closer alliance be formed with the American Baptist Home Mission Society, so that the future of the institution may be assured.

Dates of visits: February, 1914; March, 1915; March, 1916.

CALCASIEU PARISH.

	White.	Negro.
Population, 1910.....	45,884	16,562
Children 6 to 14 years of age, 1910.....	10,012	3,211
Teachers' salaries in public schools, 1911-12.....	\$169,459	\$8,190
Teachers' salaries per child 6 to 14 in parish.....	\$16.93	\$2.55
Percentage illiterate, 1910.....	11.1	39.8

¹ See recommendations in summary chapter, p. 22.

The rural population is 75.5 per cent of the total. The average length of the public school term is 8 months for white pupils and 4.2 months for colored. The number of teachers is 322 in white schools and 17 in colored schools. The average attendance is 5,959 white pupils and 967 colored pupils.

These statistics indicate a serious need for increased public school facilities. The work of the elementary schools should be extended and strengthened. In order to provide a central institution where pupils from the rural schools may receive more advanced training, a school is being developed at West Lake, through the efforts of the parish board, in cooperation with the Slater Fund and the General Education Board. The city of Lake Charles maintains two elementary colored schools doing fairly good work. The People's Normal School is located on the same block with one of the public schools, and is of little educational value to the community. This school is described in the summary of small independent schools for the State.

WEST LAKE.

CALCASIEU PARISH TRAINING SCHOOL.¹

Principal: J. H. Yates.

An elementary school selected as a central institution to provide more advanced training for the colored pupils of the parish.

Attendance.—Total, 118; all below the sixth grade.

Teachers.—Total, 4; all colored; male 1, female 3.

Organization.—In addition to the regular work of the six elementary grades, instruction in gardening, sewing, and simple manual training is provided.

Financial, 1914-15.—The income amounted to \$1,680, of which \$1,180 was from public funds and \$500 from the Slater Fund. Of the income, \$1,240 was expended for salaries and \$440 for other purposes.

Plant.—Estimated value, \$4,600. The plant consists of 40 acres of land, value \$800; a four-room building, value \$3,600; and equipment worth \$200.

Recommendations.—1. That the grade of the school be raised as the need for advanced work appears.

2. That a boarding department be added.

CLAIBORNE PARISH.

	White.	Negro.
Population, 1910.	10, 112	14, 938
Children 6 to 14 years of age, 1910.	2, 177	4, 175
Teachers' salaries in public schools, 1911-12.	\$32, 554. 93	\$6, 061. 65
Teachers' salaries per child 6 to 14 in parish.	\$14. 95	\$1. 45
Percentage illiterate, 1910.	3. 2	53. 5

The entire population is rural. The average length of the public-school term is 7 months for white pupils and 3.5 months for colored. The number of teachers is 81 in white schools and 51 in colored schools. The average attendance is 1,734 white pupils and 2,163 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. The wisdom of the alliance

¹ Formerly West Lake Colored Industrial School.

of the public school in Homer with the Baptist school is questionable. This school is described in the summary of local Baptist schools for the State. Homer College, the colored Methodist Episcopal school, would serve as a good central training school where pupils from the surrounding counties might board and supplement the training received in the rural schools. As the only Colored Methodist Episcopal school in Louisiana it deserves the full support of the denomination.

HOMER.

HOMER COLLEGE.

President: A. M. D. Langrum.

A school of elementary and secondary grade. It is the only school in Louisiana owned and supported by the Colored Methodist Episcopal Conference.

Attendance.—Total, 164; elementary 146, secondary 18; boarders, 300.

Teachers.—Total, 7; all colored; male 3, female 4.

Organization.—Emphasis is placed on the instruction of the 18 high school pupils, with the result that the work in the elementary grades is not up to standard. The secondary work is done in a three year "college preparatory" course which includes three years of Latin and two years of Greek. A little work in gardening and nature study is given to 25 of the older pupils.

Financial, 1912-13.—Full records are kept of the income and expenditure but the system is inadequate. The more important items were:

Income, excluding noneducational receipts	\$2,400
Expenditures, less noneducational receipts	2,400
Value of plant	12,000

Sources of income: Church conferences and contributions, \$2,000; tuition, \$400. The noneducational receipts were from the boarding department and amounted to \$1,600.

Items of expenditure: Supplies for boarding department, \$2,000; salaries, \$1,400; light, heat, and incidentals, \$600.

Plant.—Land: Estimated value, \$3,000. The land comprises 80 acres near the town limits. The campus is well kept. Practically no use is made of the land for teaching agriculture.

Buildings: Estimated value, \$8,000. There are three frame buildings. The main building is a neat two-story structure; the others are small cottages.

Movable equipment: Estimated value, \$1,000. The equipment consists of fairly good furniture for dormitories and classrooms.

Recommendations.—1. That effort be made to have the public authorities provide for elementary pupils so that this institution may center on secondary and teacher-training courses.

2. That in the meantime the elementary subjects shall not be neglected.

3. That the theory and practice of gardening and simple industrial training for boys and girls be made part of the regular course.¹

Date of visit: February, 1914.

¹ See recommendations in summary chapter, p. 22.

DE SOTO PARISH.

	White.	Negro.
Population, 1910.....	9,757	17,932
Children 6 to 14 years of age, 1910.....	2,177	4,750
Teachers' salaries in public schools, 1911-12.....	\$42,562.63	\$2,039.55
Teachers' salaries per child 6 to 14 in parish.....	\$19.57	\$0.43
Percentage illiterate, 1910.....	3.9	52.1

The entire population is rural. The average length of the public-school term is 7.9 months for white pupils and 2.2 months for colored. The number of teachers is 89 in white schools and 35 in colored schools. The average attendance is 1,619 white pupils and 1,637 colored pupils.

These statistics indicate the urgent need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Mansfield Baptist Academy is a central institution where pupils may board and supplement the limited training received in the rural schools. It should be supported and developed by the Baptists to meet the great need of the community.

MANSFIELD.

MANSFIELD BAPTIST ACADEMY.

Principal: J. H. Whaley.

A school of elementary and secondary grade giving some industrial training. Though the equipment is limited, good work is done. The school was founded in 1901 and is owned by the local Baptist association.

Attendance.—Total, 201; elementary 182, secondary 19; male 75, female 126; boarders, 52.

Teachers.—Total, 7; all colored; male 2, female 5.

Organization.—The work covers the eight elementary and three secondary grades. Industrial work includes domestic science, tailoring, and millinery. The schedule is as follows: Millinery, two hours a week from the third to the eleventh grade; tailoring, two hours a week from the sixth to the eleventh grade; and domestic science, one hour a week from the fourth to the eleventh grade. A few of the older boys work on the farm for pay.

Financial, 1912-13.—The books were kept by a nonresident treasurer. As far as could be determined the income amounted to approximately \$3,200, derived from the Baptist association, tuition, Sunday schools, and profits on the farm. Practically all of the income was expended for salaries. A small amount was raised in board and expended on the boarding department.

Plant.—Estimated value, \$5,900. The plant consists of 3 acres of land, two frame buildings, and the principal's cottage. The buildings are well kept. An additional 25 acres of land is rented by the school and cultivated on a commercial basis.

Recommendations.—1. That the school be developed as a training school for the parish.

2. That more time be devoted to the industrial work, and gardening be made a required part of the course.¹

3. That an adequate system of accounting be installed and the books audited annually by an accredited accountant.

Date of visit: March, 1914.

¹ See recommendations in summary chapter, p. 22.

NEGRO EDUCATION.

EAST BATON ROUGE PARISH.

	White.	Negro.
Population, 1910.	13, 217	21, 342
Children 6 to 14 years of age, 1910.	2, 719	4, 682
Teachers' salaries in public schools, 1911-12.	\$38, 761. 13	\$3, 520. 15
Teachers' salaries per child 6 to 14 in parish.	\$14. 26	\$0. 75
Percentage illiterate, 1910.	3. 5	44. 6

The rural population is 56.9 per cent of the total. The average length of the public-school term is 8.1 months for white pupils and 4.3 months for colored. The number of teachers is 83 in white schools and 15 in colored schools. The average attendance is 1,931 white pupils and 804 colored pupils.

These statistics indicate a serious need for increased school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising industrial teacher travels in the county and aids the teachers in rural schools to do industrial work and to extend the influence of the school into the community. The Southern University and Agricultural and Mechanical College, which is located in a rural section of the parish, is developing as a State school for colored people.

The city of Baton Rouge has a fairly good public school, but it is inadequate for the large colored population. The one strictly private school, Baton Rouge College, should be continued only so long as the public school facilities are inadequate. The Blundon Reformatory and Blundon School are described in the summary of special institutions for the State.

BATON ROUGE.

SOUTHERN UNIVERSITY.

President: J. S. Clark.

A school of secondary grade enrolling elementary pupils. It has equipment to teach agriculture and industries and receives the Federal land-grant appropriation for agricultural and mechanical education.

The school was founded in 1880 and was located in New Orleans until 1914, when it was moved by act of legislature to Baton Rouge. It is governed by a board of trustees appointed by the governor of Louisiana.

Attendance.—Total, 160; elementary 102, secondary 58; male 65, female 95; boarders, 140.

Teachers and workers.—Total, 23; all colored; male 14, female 9; academic 12, boys' industries 4, girls' industries 1, agriculture 2, other workers 4.

Organization.—Elementary: The elementary work covers eight grades.

Secondary: A four-year high-school course with well-selected subjects is maintained.

Industrial: The industrial department offers courses in blacksmithing, wheelwrighting, carpentry, brick masonry, broom and mattress making. Domestic science and domestic art are provided for girls.

The plan of work contemplates the best possible use of the new plant. The classroom work is correlated with practice in shop and field and with training for the girls in household arts.

The agricultural department, with 230 acres of good land under cultivation, is being equipped with an ample supply of farm implements. The theory and practice of gar-

dening are taught to all pupils and especially stressed for those who intend to teach. In the teacher-training course each pupil is required to cultivate a plat 100 feet square; grade pupils cultivate plats 25 feet square.

Financial, 1914-15.—No statement of the expenditures for the year could be obtained from the treasurer or the principal of the school. The income and value of plant, as reported to the Bureau of Education, were as follows:

Income, excluding noneducational receipts.....	\$31,384
Value of plant.....	95,250

Sources of income: Federal funds, \$21,102; State appropriation, \$10,000; tuition and fees, \$282. The noneducational receipts were from the boarding department and amounted to \$6,340.

Plant.—Land: Estimated value, \$21,250. The school owns 500 acres of land, of which 220 acres are cultivated. The land is beautifully located on the Mississippi River.

Buildings: Estimated value, \$65,350. There are three well-constructed brick buildings. The main building, used for administration and classroom purposes, is three stories high. The other buildings, used as dormitories, are two stories high. There are also several smaller structures, one of which is brick and is used for the power plant. The larger buildings are new and the rooms are neatly kept.

Movable equipment: Estimated value, \$8,650. Of this, \$5,535 was in scientific apparatus, machinery and furniture, and \$3,115 in live stock.

Recommendations.—1. That the reorganization continue to emphasize preparation for rural life, including teacher training, the theory and practice of gardening, simple manual training, and home economics.¹

2. That a system of accounting suited to the needs of the school be installed and the books audited annually by an accredited accountant.

3. That expert advice be obtained to plan the operation of the farm so as to combine the profitable cultivation of the land with educational use of student labor.

Date of visit: March, 1915.

IBERIA PARISH.

	White.	Negro.
Population, 1910.....	16,784	14,474
Children 6 to 14 years of age, 1910.....	3,950	3,424
Teachers' salaries in public schools, 1911-12.....	\$32,011.90	\$3,724.42
Teachers' salaries per child 6 to 14 in parish.....	\$8.10	\$1.09
Percentage illiterate, 1910.....	32.7	55.1

The rural population is 76 per cent of the total. The average length of the public school term is 9 months for both white and colored pupils. The number of teachers is 72 in white schools and 21 in colored schools. The average attendance is 1,720 white pupils and 813 colored pupils.

These statistics indicate the need for increased public school facilities. In the town of New Iberia a nine-grade public school is operated for six months by the parish and continued for an additional three months by means of contributions from the colored patrons. The Howe Institute, at New Iberia, provides a central institution where pupils may board and supplement the limited training received in the rural schools.

¹ See recommendations in summary chapter, p. 22.

NEW IBERIA.

HOWE INSTITUTE.

Principal: J. Henderson.

A well-managed elementary school with a few secondary pupils. It was founded by the local Baptist association and is owned by an incorporated board of trustees.

Attendance.—Total, 135; male 71, female 64; boarders, 32. The reported enrollment for the year was 175. Nine grades are taught.

Teachers.—Total, 5; all colored; male 1, female 4. The instruction covers nine grades, with a little work in sewing and gardening for pupils over 12 years of age.

Financial, 1912-13.—The finances seemed to be fairly well managed but complete accounts are not kept. As far as could be determined the more important items were:

Income, excluding noneducational receipts	\$2, 100
Expenditures, less noneducational receipts	2, 100
Indebtedness	950
Value of plant	14, 000

Sources of income: Baptist Association, \$1,200; tuition and fees, \$900. The non-educational receipts were from the boarding department and amounted to \$1,500.

Items of expenditure: Salaries, \$1,500; boarding department, \$1,000; other expenses, \$600.

Plant.—Land: Estimated value, \$2,000. The school owns 8 acres of land within the town limits.

Buildings: Estimated value, \$11,000. There are two brick buildings in fairly good condition.

Movable equipment: Estimated value, \$1,000. Practically all the equipment is in furniture for classrooms and dormitories.

Recommendation.—That the work be developed as a parish training school with provision for teacher training, gardening, and simple industrial training.¹

Date of visit: February, 1914.

MOREHOUSE PARISH.

	White.	Negro.
Population, 1910	4, 814	13, 971
Children 6 to 14 years of age, 1910	1, 035	3, 436
Teachers' salaries in public schools, 1911-12	\$22, 558	\$3, 554
Teachers' salaries per child 6 to 14, parish	\$21. 80	\$1. 03
Percentage illiterate, 1910	4. 4	59. 6

The entire population is rural. The average length of the public school term is 8.3 months for white pupils and 4 months for colored. The number of teachers is 43 in white schools and 46 in colored schools. The average attendance is 794 white pupils and 1,315 colored pupils.

These statistics indicate the need for increased public school facilities. The work of the elementary schools should be extended and strengthened. In order to provide facilities for more advanced training than can be obtained in the rural schools, a central institution is being developed at Bastrop. The parish board, in cooperation with the Slater Fund and the General Education Board, supports the school.

¹ See recommendations in summary chapter, p. 22.

BASTROP.

MOREHOUSE PARISH TRAINING SCHOOL.

Principal: R. G. Steptoe.

An elementary school selected as a central institution to provide more advanced training for the colored pupils of the parish.

Attendance.—Total, 136; all elementary.

Teachers.—Total, 3; all colored; male 1, female 2.

Organization.—The seven elementary grades are fairly well taught. In addition the pupils have five hours a week in sewing, handicrafts, manual training, or gardening.

Financial, 1914-15.—The income amounted to \$1,350, of which \$850 was from public funds and \$500 from the Slater Fund. Of the income \$1,250 was expended for salaries and \$100 for other purposes.

Plant.—Estimated value, \$4,000. The plant consists of 29 acres of land, value \$750; a four-room building, value \$3,000; and equipment valued at \$250.

Recommendation.—That the work be encouraged and facilities added as the need appears for a boarding department, secondary work, and teacher training.

ORLEANS PARISH.¹

	White.	Negro.
Population, 1910.....	249, 403	89, 262
Children 6 to 14 years of age, 1910.....	43, 671	13, 990
Teachers' salaries in public schools, 1911-12.....	\$848, 599	\$50, 212
Teachers' salaries per child 6 to 14 in parish.....	\$19. 43	\$3. 59
Percentage illiterate, 1910.....	1. 1	18. 3

The entire population is in the city of New Orleans. The average length of the public-school term is 9 months for both white and colored schools. The number of teachers is 1,089 in white schools and 151 in colored schools. The average attendance is 25,829 white pupils and 5,787 colored pupils.

As indicated by these statistics, there is urgent need for increased school facilities in the city. No classes beyond the seventh grade are provided in the public schools for colored children. The work of the elementary schools should be extended and strengthened. Although the attendance in the colored schools is less than half the number of children 6 to 14 years of age, it is necessary to hold double sessions for some of the elementary grades. Most of the buildings are frame structures. To supplement the inadequate public school facilities the Catholic and Lutheran denominations have developed a number of small parish schools. These are described in the summaries of small Catholic and small Lutheran schools for the State. The Sarah Goodbridge Hospital and Nurse Training School is described in the summary of special institutions for the State.

The geographical importance of New Orleans has led to the establishment of four large institutions for colored students. These institutions are Straight College, New Orleans College, Leland University, and the so-called Southern University for Colored People. As their names indicate, they are primarily devoted to literary studies. Practically all the pupils are of elementary and secondary grade and many are residents

¹ City of New Orleans.

of the city. While the inadequacy of the public school facilities has made necessary the equipment of private schools, there has been much duplication of effort and a lack of provision for industrial training. Fortunately several changes have recently occurred which tend to eliminate duplication. The plant of Leland University has recently been sold and it is now planned to rebuild the institution in a more needy section of the State. Southern University, largely maintained by Federal funds, has also been sold and a new plant erected in a rural community near Baton Rouge. The plant formerly occupied by Southern University was purchased by Mother Drexel and is now used for a Catholic day school. The Gaudet Industrial School is an effective small school giving some industrial training. The Freedmen's Aid Society, which owns New Orleans University, is considering the removal of the institution to another part of the State. These changes would leave Straight University to cooperate with the public authorities in supplying industrial, secondary, and collegiate education to the colored youth of New Orleans, southern Louisiana, and southern Mississippi.

THE COLORED INDUSTRIAL HOME AND SCHOOL.

Principal: Mrs. F. J. Gaudet.

A small elementary school with good industrial and gardening work. Special provision is made for waifs and orphans.

The school was founded in 1900 by the principal and is owned and controlled by a board of colored directors representing the Colored Industrial Home and School Association. The city makes appropriations to the work and aids in its supervision.

Attendance.—Total, 52; all elementary; male 23, female 29. All pupils board at the school.

Teachers and workers.—Total, 11; all colored; male 3, female 8; grades 7, industrial 3, and the principal.

Organization.—Practically all the pupils are below the fifth grade. The industrial work consists of chair caning, housework, sewing, and cooking for girls, and simple work in wood and iron for boys. Pupils of both sexes are required to cultivate the farm and garden.

Financial, 1913-14.—The books are audited monthly and the business management is economical. The more important items for the year were:

Income, excluding noneducational receipts.....	\$2, 135
Expenditures, less noneducational receipts.....	1, 861
Indebtedness.....	4, 923
Value of plant.....	89, 700

Sources of income: Orleans Parish, \$1,200; donations, \$655; Jeanes Fund, \$280. The noneducational receipts amounted to \$837, of which \$436 was from the boarding department and \$401 from the farm and garden.

Items of expenditure: Salaries, \$1,060; repairs, \$200; farm and garden expenses, \$180; supplies for industrial department, \$58; other expenses, including supplies for boarding department, \$1,200.

Indebtedness: Of the indebtedness, \$2,700 was in mortgages, \$1,849 in back salaries, and \$374 in current accounts payable for equipment and supplies.

Plant.—Land: Estimated value, \$75,000. The school owns 105 acres of land, of which about 60 acres are in the farm, 12 acres in the garden, and about 5 acres in the campus. The campus is neat and well kept. The garden is a profitable adjunct to the school in supplying products for the local market and for home consumption.

Buildings: Estimated value, \$13,000. The girls' dormitory, accommodating 200, and the boys' dormitory, accommodating 100, are two-story frame buildings. The administration building and principal's home is a six-room frame cottage. A four-room cottage is used for little girls and a three-room cottage for the farmers' home. Unusual care is given to the cleanliness of buildings and grounds.

Movable equipment: Estimated value, \$1,700. Of this, \$1,000 was in furniture, \$500 in farm equipment and live stock, \$100 in shop equipment, and \$100 in library books.

Recommendations.—1. That financial support be increased so as to make possible a larger attendance and the development of the industrial and agricultural activities.

2. That the board of trustees and the advisory board be combined into a single board with full control.

3. That an accounting system be installed and an annual audit made.

Date of visit: February, 1913.

LELAND UNIVERSITY.¹

President: I. Newton Earle.²

A school of elementary and secondary grade with a few pupils in college subjects. The school was closed in 1915 and will probably be reopened in another part of the State. It was founded in 1869 by Holbrook Chamberlain, a philanthropist of Brooklyn, N. Y., who purchased the land and erected the buildings. It was incorporated in 1870. The institution has a valuable plant and large endowment. Title to the property is vested in an independent, self-perpetuating board of trustees. The act of incorporation provides that: "The trustees shall not have power to encumber by mortgage the whole or any part of the property, nor to use the principal of any endowment funds for the current expenses of its work."

Attendance.—Total, 298; elementary 203, secondary 91, college 4. Of the pupils above elementary grades, 47 were male and 48 female; 27 were from New Orleans, 53 from other places in the State, and 15 from other States; 48 boarded at the school.

Teachers.—Total, 14; white 10, colored 4; male 6, female 8.

Financial, 1913-14.—Apparently no financial records are kept. According to estimates given by the president the more important items for the year were:

Income, excluding noneducational receipts.	\$10,602
Expenditures, less noneducational receipts.	10,602
Value of property.	400,000

Sources of income: Endowment funds, \$8,000; tuition and fees, \$2,240; Alumni and Baptist Associations, \$362. The noneducational receipts were from the boarding department and amounted to \$5,760.

Items of expenditure: Salaries, \$8,100; boarding department, \$5,760; repairs and new equipment, \$639; other expenses, \$1,863.

¹ The school property has since been sold, the name has been changed to Leland College, and the institution is to be located at Alexandria, La., with Rev. J. E. Ford as president.

² White.

School property: The property consists of \$275,000 in the plant and \$125,000 in endowment funds.

Plant.—**Land:** Estimated value, \$240,000. The land comprises 10 acres on St. Charles Avenue in one of the most beautiful residence sections of the city. The campus is poorly kept.

Buildings: Estimated value, \$32,000. There are two 4-story brick buildings, a small frame building used for manual training, and a barn.

Movable equipment: Estimated value, \$3,000. The equipment consists of furniture for classrooms and dormitories, a small museum and library, and a few machines and tools for the manual training shop.

Recommendations.—1. That the plan to place the institution under the supervision of the American Baptist Home Mission Society be encouraged.

2. That the school be moved to some central location in Louisiana.

Date of visit: February, 1914.

NEW ORLEANS COLLEGE.

President: C. M. Melden.¹

A secondary school with large elementary enrollment and a few pupils in college subjects. The present management is progressive but handicapped by lack of funds and by the location of the school. Peck Home, for girls, is maintained in connection with the university.

The school was founded in 1873 by the Freedmen's Aid Society. It is owned and controlled by the society and has a local board of trustees which acts in an advisory capacity.

Attendance.—Total, 432; elementary 298, secondary 125, college 9. Of the secondary and college pupils 46 were male and 88 female. There were 47 boarders. Of those reporting home address, 73 were from New Orleans, 45 from other parts of Louisiana, and 16 from other States. The reported enrollment for the year was 557.

Teachers and workers.—Total, 18;² white 9, colored 9; male 6, female 12; academic 16, music 1, commercial 1.

Organization.—The curriculum is based on the course outlined by the Freedmen's Aid Society.

Elementary: The six upper elementary grades are well taught. Instruction in sewing is begun in the fourth grade and cooking in the seventh.

Secondary: The secondary work is divided into two courses, the "college-preparatory" course with 41 pupils and the "normal" course with 84 pupils. The "college-preparatory" course includes: Latin, 4 years; French, 2; mathematics, 3; English, 3½; elementary science, 2½; history, 1½; Bible, ½; and civics, ¼. The "normal" course comprises: Latin, 2 years; English, 3; mathematics, 3; elementary science, 2½; history, 1; psychology and education, 2. A small amount of time is given to practice teaching, music, physiology, agriculture, manual training, cooking, and sewing. The limited amount of time given to these subjects is explained by the large amount

¹ White.

² Not including Peck Home workers.

given to foreign languages. The laboratory equipment, hitherto inadequate, has recently been improved.

College: While the number of pupils in college classes is increasing, the maintenance of these classes is hardly warranted by the number of pupils or by the teaching force.

Industrial: Courses in cooking, sewing, and gardening are effectively taught at the Peck Home. There is little industrial work for boys.

Financial, 1912-13.—The accounts are kept in accordance with the system required by the Freedmen's Aid Society. The more important items were:

Income, excluding noneducational receipts	\$12,933
Expenditures, less noneducational receipts	12,490
Indebtedness	5,000
Value of plant	159,000

Sources of income: Tuition and fees, \$6,000 (partly estimated); Freedmen's Aid Society, \$5,400; general donations, \$1,533. The noneducational receipts were from the boarding department and amounted to \$5,105 (partly estimated).

Items of expenditure: Salaries, \$8,252; supplies from boarding department, \$3,263; repairs, \$2,240; student labor, \$1,251; power, light, and heat, \$548; equipment, \$372; interest, \$308; advertising and printing, \$228; outside labor, \$63; other expenses, \$1,070. The cash balance for the year amounted to \$443.

Indebtedness: The indebtedness of \$5,000 is in the form of a mortgage.

Plant.—Land: Estimated value, \$75,000. The grounds comprise nearly two city blocks on St. Charles Avenue, in one of the most beautiful residential sections of the city.

Buildings: Estimated value, \$75,000. The main building is of brick, five stories high, with a frontage of 150 feet. It contains the office, chapel, dining room, and dormitories. The recitation building, a frame structure two stories high, is used exclusively for classes. The president's home is a comfortable old-fashioned house of the colonial type. There are also two cottages for teachers.

Movable equipment: Estimated value, \$9,000. Furniture, \$6,000; books and library fixtures, \$2,000; scientific apparatus, \$1,000.

- Recommendations.**—1. That more emphasis be placed on the training of teachers.
 2. That the courses in physical science, history, and social science be strengthened.
 3. That more time be given to gardening, manual training, cooking, and sewing.¹
 4. That the plan to move the school to another section of Louisiana be encouraged.
 Date of visit: January, 1914.

PECK HOME OF NEW ORLEANS COLLEGE.

Superintendent: Mrs. Emma W. Fisher.²

A home school for girls maintained in connection with New Orleans University by the Woman's Home Missionary Society of the Methodist Episcopal Church. The work is thorough and the management economical and effective.

Attendance.—Total, 175; 25 boarded in the home.

Teachers.—Total, 6; white 4, colored 2.

¹ See recommendations in summary chapter, p. 22.

² White, elected since date of visit.

Organization.—The girls who board in the home receive training in household care, cooking, sewing, and gardening, and attend academic classes at New Orleans University. Instruction in cooking, sewing, and gardening is also provided for the girls in New Orleans University.

Financial, 1914-15.—The finances are carefully supervised by the home office in Cincinnati. The more important items for the year were:

Income, excluding noneducational receipts.....	\$3, 171
Expenditures, less noneducational receipts.....	3, 171
Indebtedness.....	2, 700
Value of plant.....	45, 000

Sources of income: Woman's Home Missionary Society, \$2,916; Phelps-Stokes Fund for gardening, \$200; other sources, \$55. The noneducational receipts were from board and room rent and amounted to \$890.

Items of expenditure: Supplies, \$1,207; salaries, \$992; light, fuel, and sundries, \$967; domestic science equipment, \$455; traveling expenses, \$240; expenses of school garden, \$200.

Plant.—The plant consists of half a city block, a well constructed three-story brick building, and equipment valued at \$3,000. The plant is clean and well kept throughout.

Recommendation.—That the work be encouraged and made a vital part of New Orleans University.

Date of visit: February, 1914.

STRAIGHT COLLEGE.

President: E. M. Stevens.¹

A well-managed secondary school with a large elementary enrollment and few pupils in college classes. Considerable attention is given to teacher training. About one-fourth of the pupils above elementary grades board at the school. A night school is maintained.

The institution was founded in 1869 by the American Missionary Association of the Congregational Church, and it is owned and supported by that body. It has an independent board of trustees which acts in an advisory capacity.

Attendance.—Total, 578; elementary 364, secondary 203, collegiate 11. Of the pupils above elementary grades 70 were boys and 144 were girls; 53 were boarders. Of those reporting home address 142 were from New Orleans, 50 from other places in Louisiana, and 22 from other States; 34 were from farm homes. The reported enrollment for the year was 758.

Teachers and workers.—Total, 30; white 17, colored 13; male 13, female 17; grades 8, academic 9, girls' industries 2, boys' industries 2, music 3, commercial 1, matrons 2, other workers 3. In addition there are 3 student workers in the night school.

Organization.—Elementary: The eight elementary grades are well taught.

Secondary: The course is so arranged that a student has the choice of four groups of electives—college preparatory, teacher training or "normal," commercial, and manual training. The college preparatory course enrolled 103 pupils; teacher training, 23;

¹ White.

commercial, 15; manual training, 97. Thirty-five pupils are enrolled in more than one course.

The subjects required of all students are: English, 4 years; mathematics, 2; history, 2; elementary science, 1. The college-preparatory course includes four years of Latin and two years of modern language. The "normal" course adds theory of education, half a year; methods, $\frac{1}{2}$; reviews, 1; and practice teaching, 1. In the commercial course four years of stenography and typewriting are required; while the manual training course has from 3 to 15 hours a week of simple industrial work. Other electives which may be taken for one year's credit in any of the courses are civics, chemistry, and physics. Eleven pupils were taking civics, 11 chemistry, and 1 physics. The subjects are thoroughly taught, but it is unfortunate that no provision is made for hygiene and nature study, and that other elementary sciences are elective.

College classes: The college subjects are: English, 3 years; mathematics, $2\frac{1}{2}$; Latin, $2\frac{1}{2}$; German, $2\frac{1}{4}$; chemistry, $1\frac{1}{2}$; and history, 1. The electives are botany, reported by 2 pupils; history, reported by 3; and French reported by 1 pupil.

Industrial: Instruction in cooking and sewing is provided for girls and wood-working and printing for boys. All pupils from the fourth to the eighth grades spend five hours a week in manual training. The number of pupils electing industrial training in the high school was as follows: Sewing, 65; cooking, 5; carpentry, 7; and printing, 23. A small beginning in gardening has been made. Neighborhood gardening is encouraged and considerable interest has been aroused.

Financial, 1913-14.—The finances are controlled by the American Missionary Association. The accounts are carefully kept. The more important items for the year were:

Income, excluding noneducational receipts.....	\$20, 385
Expenditures, less noneducational receipts.....	20, 385
Value of plant.....	150, 000

Sources of income: American Missionary Association, \$9,567; tuition and fees, \$7,799; Slater Fund, \$1,000; donations, \$144; other sources, \$1,875. The noneducational receipts amounted to \$8,272, of which \$8,171 was from the boarding department, and \$101 from the shop.

Items of expenditure: Salaries, \$10,889; supplies for boarding department, \$6,940; student aid and labor, \$2,445; other supplies, \$1,991; equipment, \$1,808; repairs, \$1,310; power, light, and heat, \$1,136; outside labor, \$120; other expenses, \$2,018.

Plant.—Land: Estimated value, \$50,000. The land comprises a city block and two additional lots, centrally located. The campus is well kept.

Buildings: Estimated value, \$80,000. All of the buildings are of frame construction. The main building is three stories high and contains chapel, classrooms, offices, and laboratories. Stone Hall and Whittin Hall, dormitories for girls and boys respectively, are three-story buildings. The Lafon industrial building is of two stories, and there are two other small structures. The buildings are substantial, in good repair, and well kept. All are equipped with electric lights, sanitary plumbing, and fairly good fire protection.

Movable equipment: Estimated value, \$20,000. The equipment consists of good furniture for classrooms and dormitories, limited laboratory facilities, and ample tools and machinery for industrial work.

Recommendations.—1. That effort be made to have the city provide for the large elementary enrollment so that this institution may devote its energies to teacher-training and industrial courses.

2. That the industrial courses and gardening be related to the homes in the city and suburbs.¹

3. That the effort to maintain college classes be not allowed to hamper the development of secondary courses adapted to the needs of the pupils.

Dates of visits: January, 1914; March, 1915.

RAPIDES PARISH.

	White.	Negro.
Population, 1910.....	22,991	21,445
Children 6 to 14 years of age, 1910.....	5,234	5,258
Teachers' salaries in public schools, 1911-12.....	\$81,270.39	\$5,890
Teachers' salaries per child 6 to 14 in parish.....	\$15.53	\$1.12
Percentage illiterate, 1910.....	7.0	46.7

The rural population is 74.7 per cent of the total. The average length of the public school term is 7.3 months for white pupils and 4.6 months for colored. The number of teachers is 153 in white schools and 39 in colored schools. The average attendance is 3,712 white pupils and 1,626 colored pupils.

These statistics indicate a serious need for increased public-school facilities. The work of the elementary schools should be extended and strengthened.

ALEXANDRIA.

The city of Alexandria provides one elementary public school for colored people. Although this school is progressive and does good work, it is inadequate to meet the needs of the 1,255 colored children 6 to 14 years of age. Three private day schools with an aggregate attendance of 328 pupils are operated. Two of these are Baptist schools and one Catholic. The Central Louisiana Academy should be maintained only so long as the public schools are inadequate. The other Baptist school is of minor educational value to the community. The Catholic parish school is described in the summary of small Catholic schools for the State. Though the Lampton Literary and Industrial Institute, on the outskirts of the town, was planned as a State school for the African Methodist Episcopal denomination, it is of little educational value. Unless its support can be materially increased and its management reorganized so that it can provide facilities for supplementing the very limited training of the public schools, it should be discontinued.

LAMPTON LITERARY AND INDUSTRIAL COLLEGE.

President: G. R. Campbell.

A poorly organized elementary school with a few secondary pupils. The catalogue outlines elaborate college, law, and theological courses, but there were no pupils taking these courses at the time the school was visited.

¹ See recommendations in summary chapter, p. 22.

The school was founded in 1909 by the American Methodist Episcopal Conference of Louisiana and removed to its present site a few years later. The school is owned and controlled by a board of 25 trustees elected by the conference.

Attendance.—Total, 142; elementary 116, secondary 26; boarders, 31.

Teachers and workers.—Total, 6; all colored; male 3, female 3.

Organization.—Elementary work is done in the regular eight grades and in the first year of the so-called "normal" course. Secondary subjects of the classical type are given in the last two years of the normal course. A small amount of sewing and gardening is provided. Discipline in the dormitories is lax.

Financial, 1913-14.—As far as could be determined the income amounted to approximately \$1,500. No accounts are kept at the school. The treasurer, who is a local colored physician, stated at the time of visit that he had not been in office long enough to render a complete annual statement. The catalogue is therefore the only source from which any idea of the finances can be obtained. According to the published statement, "The sources of revenue for Lampton College are limited to a monthly tuition, which barely pays the expenses of the students; an annual assessment from each minister of the American Methodist Episcopal Church, which amounts to about \$1,000; and public collections." No statement as to expenditures is made.

Plant.—The plant, estimated value \$10,000, consists of 2 acres of land near Alexandria, 2 small two-story frame buildings, and equipment valued at \$500.

Recommendation.—Unless the school can be radically reorganized and improved, it should not be continued.

Dates of visits: February, 1914; March, 1915.

SABINE PARISH.

	White.	Negro.
Population, 1910.....	15, 704	4, 164
Children 6 to 14 years of age, 1910.....	3, 816	1, 014
Teachers' salaries in public schools, 1911-12.....	\$49, 239. 77	\$3, 930. 75
Teachers' salaries per child 6 to 14 in parish.....	\$12. 90	\$3. 88
Percentage illiterate, 1910.....	11. 7	39. 3

The entire population is rural. The average length of the public-school term is 6.8 months for white pupils and 4.3 months for colored. The number of teachers is 118 in white schools and 18 in colored schools. The average attendance is 3,309 white pupils and 706 colored pupils.

These statistics indicate the need for increased public-school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising industrial teacher travels in the parish and aids the teachers in rural schools to do industrial work and extend the influence of the school into the community. In order to provide a central institution where pupils may board and supplement the limited training of the rural schools, the Sabine Normal and Industrial School was founded by the local Baptist Association. For a while it was leased by the parish and aided by the Slater Fund as a parish training school. Its work is suited to the needs of the rural community in which it is located. The plan to develop it as a parish training school should be encouraged.

CONVERSE.

THE SABINE NORMAL AND INDUSTRIAL INSTITUTE.

Acting principal: Mrs. Mary E. Jacobs.

An elementary school with small secondary enrollment. The school is rendering good service in a rural community. Though the equipment is poor, genuine industrial training is provided. The school was founded in 1903 and the property has since been turned over to the parish school board on a five-year lease from the trustees. It receives appropriations from the Slater Fund.

Attendance.—Total, 168; elementary 137, secondary 31; boarders, 40.

Teachers.—Total, 8; all colored; male 5, female 3.

Organization.—The eight elementary grades are fairly well taught. The four-year "normal" course includes elementary and secondary subjects, with a little teacher-training. The girls have instruction in millinery, sewing, and cooking, and the boys devote some time to practical farming and manual training in wood.

Financial, 1912-13.—As far as could be determined, the more important items were:

Income, excluding noneducational receipts.....	\$3,311
Expenditures, less noneducational receipts.....	2,189
Value of plant.....	11,400

Sources of income: Donations, \$1,586; parish, \$825; Slater Board, \$500; tuition, \$400. The noneducational receipts were from the boarding department and farm, and amounted to \$2,423.

Items of expenditure: Salaries, \$2,136; supplies for boarding department and farm, \$2,029; student labor, \$247; other expenses, \$200.

Plant.—Land: Estimated value, \$5,500. The school owns 45 acres of good farm land 8 miles from Converse.

Buildings:¹ Estimated value, \$4,300. There are three buildings. One contains the classrooms and boys' dormitory, another is the girls' dormitory, and the third is a small cottage for domestic science. All the buildings are of rough frame construction, but well kept.

Movable equipment: Estimated value, \$1,600. Of this, \$1,000 is in live stock and farm tools, and \$600 in furniture and school equipment.

Recommendation.—That increased provision be made for teacher-training, theory and practice of gardening, and simple industrial training.²

Date of visit: March, 1914.

ST. MARY PARISH.

	White.	Negro.
Population, 1910.....	18,034	21,266
Children 6 to 14 years of age, 1910.....	4,240	4,546
Teachers' salaries in public schools, 1911-12.....	\$43,190.90	\$3,285
Teachers' salaries per child 6 to 14 in parish.....	\$10.19	\$0.72
Percentage illiterate, 1910.....	20.7	48.6

¹ Since date of visit a boys' dormitory has been built and additional land purchased.

² See recommendations in summary chapter, p. 22.

The rural population is 68.7 per cent of the total. The average length of the public school term is 9 months for white pupils and 5 months for colored. The number of teachers is 81 in white schools and 29 in colored schools. The average attendance is 2,877 white pupils and 2,135 colored pupils.

These statistics indicate a serious need for increased public-school facilities. The work of the elementary schools should be extended and strengthened. In Morgan City the public school is taught in a privately-owned building and receives a part of its support from private subscription. Gilbert Academy, at Baldwin, has a good opportunity to develop as a central institution for the surrounding parishes. It should be encouraged to reorganize its industrial and agricultural work so that boarding pupils may have the opportunity to receive more advanced training than is given in the rural schools.

BALDWIN.

GILBERT ACADEMY AND INDUSTRIAL SCHOOL.

President: J. R. Reynolds.

A school of elementary grade with a few secondary pupils. The large farm is not adequately used and the industrial departments are poorly equipped.

The school was founded in 1875 by the Freedmen's Aid Society, and is owned and controlled by that society.

Attendance.—Total, 213; elementary 200, secondary 13; boarders, 66.

Teachers and workers.—Total, 10; all colored; male 2, female 8; grades and academic 6, girls' industries 2, boys' industries 1, matron 1.

Organization.—Elementary: The elementary work covers the eighth grade.

Secondary: The secondary work is done in the four-year "normal" course. The course includes: Latin, 2 years; English, 2½; mathematics, 3; elementary science, 2½; history and civics, 1½. In addition, about half of the time of the fourth year is devoted to reviews and methods. Much of the teaching is poor.

Industrial: The industrial activities are very limited as to time, equipment, and educational value. Two or three boys are permitted to help in the blacksmith shop, conducted independently of the school. A few pupils help to make brooms. About 20 girls receive instruction in sewing. A number of pupils are engaged in the truck garden during the school term, but this course is not reenforced by class-room work.

Financial, 1912-13.—The books of the school were poorly kept. As far as could be determined, the more important items were:

Income, excluding noneducational receipts.....	\$3,200
Expenditures, less noneducational receipts.....	3,837
Value of plant.....	60,000

Sources of income: Freedmen's Aid Society, \$2,800; local colored conferences, \$300; general donations, \$100. Receipts from board and tuition, which could not be given separately, amounted to \$4,000.

Items of expenditure: Salaries, \$3,090; supplies for boarding department, \$1,913; student labor, \$800; supplies for shops, \$743; power, light, and heat, \$583; repairs,

\$353; supplies for academic department, \$299; outside labor, \$56. The net deficit for the year was \$637.

Plant.—Land: Estimated value, \$40,000. The land comprises 1,100 acres, of which 400 acres are cleared and 700 in swamp. The cleared land is of little educational value. The swamp land can not be utilized for any purpose without extensive drainage.

Buildings: Estimated value, \$15,000. There are two large frame buildings used for dormitories and classrooms. An old brick structure, built as a sugar house in 1850, has been remodeled and is now used for classrooms. A small brick library has been built recently. The three shops are small frame structures. The dormitories are in fairly good condition throughout. The other buildings are in need of repair.

Movable equipment: Estimated value, \$5,000. Most of the equipment is in furniture for dormitories and classrooms.

Recommendations.—1. That the school be thoroughly reorganized in administration and equipment so that it may fulfill its claims as an industrial and teacher-training school.

2. That the public authorities be urged to provide school facilities for the large elementary enrollment of the school.

3. That the energies of the school be centered on the higher elementary grades and on the normal course.

Date of visit: February, 1914; March, 1915.

BAPTIST SCHOOLS.

In addition to Coleman College, which is aided by the American Baptist Home Mission Society, and Leland University, which is privately endowed, there are 21 Baptist schools reported in Louisiana. Of these, 3 were considered important enough to discuss in the parish summaries, 13 others were visited and are discussed below, and the 5 which were not visited are listed at the end of this summary. From the struggle for existence which many of these schools have it is evident that 22 is too large a number for the Baptists to maintain efficiently. The work would be strengthened if the money now spent on the smaller schools could be concentrated on Coleman College, Leland University, Howe Institute, Mansfield Academy, and one or two other institutions.

AVOYELLES PARISH—BUNKIE.

BUNKIE ACADEMY.

Principal: A. J. Willis.

A poorly equipped elementary school doing low-grade work. It is owned by a Baptist Association. Of the 90 pupils in attendance, 40 were below the third grade, 5 were boarders. Two teachers are employed for eight months and two for four months. All are colored. The income amounted to approximately \$596, about half of which was from the Baptist Association and the remainder from tuition. Practically all of the income was used for salaries. The plant, estimated value \$1,000, consists of a town lot, a dilapidated two-story frame building, and equipment valued at \$50.

Recommendation.—In view of the inadequate public-school facilities the Baptist Association should endeavor to have this school combined with the public school.

Date of visit: February, 1914.

CADDO PARISH—SHREVEPORT.

THIRTEENTH DISTRICT NORMAL AND COLLEGIATE INSTITUTE.

Principal: M. L. Collins.¹

An elementary school with a few pupils in secondary subjects. The 167 pupils are in 10 grades, taught by 4 colored teachers. The income of \$1,400 was from the Baptist Association and tuition. The plant, estimated value \$4,000, consists of a city block, one large frame building, and meager equipment.

Recommendation.—In view of the good public-school facilities this school should be combined with one of the larger Baptist schools of the State.

Date of visit: March, 1914.

CLAIBORNE PARISH—HOMER.

HOMER NORMAL, INDUSTRIAL, AND BIBLE TRAINING SCHOOL.

President: H. D. Mayfield.

An elementary school with a few secondary pupils. The management is lax. While the school is nominally owned by a Baptist Association, it is really owned and controlled by the principal.

Attendance.—Total, 186; elementary 172, secondary 14. Half the pupils were below the fourth grade.

Teachers.—Total, 7; all colored; male 3, female 4. The principal does no teaching.

Organization.—With only six teachers the school attempts a highly ambitious curriculum. The work in the lower grades is very unsatisfactory. The three male teachers devote most of their time to the higher grades. The main subjects taught are English, Latin, Greek, and ancient history.

Financial, 1913-14.—No financial records are kept. As far as could be determined the income amounted to approximately \$900, of which \$400 was from tuition, \$400 from the Baptist Association, and \$100 from the parish. Practically all the income was expended for salaries. In addition, \$1,200 was reported as received and expended in the boarding department.

Plant.—Estimated value, \$2,000. The plant consists of 2 acres of land, two frame buildings, and equipment valued at \$600. The school building, a two-story frame structure, is unceiled. It was smoky and very dirty. An attempt was being made to purchase a farm on the outskirts of town.

Recommendation.—This school should expect only local support.

Date of visit: February, 1914.

EAST BATON ROUGE—BATON ROUGE.

BATON ROUGE COLLEGE.

Principal: L. C. Youngblood.¹

A school of elementary grade with a few pupils in secondary classes. It is owned and supported by the local Baptist Association. There were about 200 pupils and 8 teachers.² The course covers the usual eight elementary grades, with some secondary subjects. Practically no provision is made for industrial work. The income of about \$3,500 was from tuition and the Baptist Association. The plant, estimated value \$15,000, consists of a large lot, a brick building containing classrooms, chapel, and a few dormitory rooms, and meager equipment. The building is in need of repair.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: February, 1914. Facts verified in 1916.

EAST CARROLL PARISH—LAKE PROVIDENCE.

EAST CARROLL NORMAL AND INDUSTRIAL INSTITUTE.

Principal: E. L. Washburn.

An elementary school with a few boarders. It was founded in 1898 by the local Baptist Association and is owned by a board of trustees.

¹ Elected since date of visit.

² The attendance and teachers decreased in 1916.

There were 150 pupils in the nine grades and 4 teachers, the principal and 3 women, all colored. Some instruction is provided in sewing, millinery, and farming.

The income amounted to approximately \$900, of which \$350 was from tuition, \$300 from the Baptist Association, and \$250 from contributions. The expenditures amounted to \$1,075, of which \$940 was for salaries and \$135 for running expenses. The plant, estimated value \$8,000, consists of 60 acres of land, a neat frame building, three small cottages, and equipment valued at \$500. A large portion of the land is cultivated by the school with student labor.

Recommendation.—That the trustees endeavor to have the parish aid in developing the institution into a parish training school.

Date of visit: March, 1914.

LINCOLN PARISH—GRAMBLING.

ALLEN GREEN NORMAL AND INDUSTRIAL SCHOOL.

Principal: D. F. Ross.

A poorly managed elementary school. It was founded in 1902 by a stock company as a business enterprise and operated as such until 1905, when the Liberty Hill Baptist Association acquired possession. It is now owned and controlled by that association. The public school with 300 pupils is taught in a building owned by the school.

Attendance.—Total, 50; all elementary. About half of those in attendance were boarding pupils. Cooking, sewing, and agriculture are reported, but very little is done in any of these branches.

Teachers.—Total, 3; all colored; the principal, his wife, and one assistant.

Financial, 1913-14.—No statement of finances could be obtained. The income was apparently about \$1,800—\$1,000 from the association and \$800 from tuition. The boarding department is operated by the president and was said to be self-sustaining.

Plant.—Estimated value, \$4,000. The plant consists of 25 acres of land, 2 two-story frame buildings, and furniture and equipment valued at \$500.

Recommendation.—That this school be combined with the other schools of the community in an effort to develop a parish training school.

Date of visit: February, 1914.

LINCOLN PARISH—RUSTON.

ELEVENTH DISTRICT NORMAL AND INDUSTRIAL SCHOOL.

Principal: I. S. Powell.

An elementary school owned by the Baptist Association and supported by the association and the parish. The 172 pupils are in 10 grades, with 3 colored teachers. No industrial work is done. The income amounted to approximately \$1,525, of which \$675 was from the parish, \$360 from tuition, \$340 from the Baptist Association, and \$150 from other sources. Of the income \$1,120 was expended for salaries and \$380 for other purposes. The plant, estimated value \$4,000, consists of a town lot, a frame building, and equipment valued at \$500.

Recommendation.—That the Association endeavor to have the parish assume complete responsibility for the school.

Date of visit: April, 1914.

OUACHITA PARISH—MONROE.

MONROE NORMAL SCHOOL.

Principal: M. G. Foster.

An elementary day school doing low-grade work. It is owned by the local Baptist Association. The 106 pupils were in nine grades. There were 3 teachers, all colored.

The income amounted to approximately \$1,200, of which \$850 was from tuition, and \$350 from the Baptist Association. Of the income \$1,040 was expended for salaries and \$160 for other purposes. The plant, estimated value \$2,500, consists of three lots, two rough frame buildings, and equipment valued at \$300. The buildings were dirty and in poor repair.

Recommendation.—In view of the public-school facilities in Monroe this school should be combined with one of the larger Baptist schools of the State.

Date of visit: March, 1914.

RAPIDES PARISH—ALEXANDRIA.

ALEXANDRIA BAPTIST SCHOOL.

A small disorderly school taught in a church by the pastor and an assistant. It was formed as the result of a split in the local Baptist Association. The 60 pupils were practically ungraded and were taught in one large dirty room of the church. The income of about \$500 included tuition and contributions from local churches.

Recommendation.—That the school be combined with the Central Louisiana Academy.

Date of visit: February, 1914.

CENTRAL LOUISIANA ACADEMY.

Principal: S. S. Gray.

An elementary day school with a few pupils in secondary subjects. It was founded in 1882 by the local Baptist Association and is owned and maintained by that association. The 158 pupils were in 10 grades taught by 3 colored teachers. The work is fairly well done. The income of about \$1,000 was from the association and tuition. The plant, estimated value \$5,000, consists of a lot located in the colored section and a two-story frame building in fairly good repair. The equipment is limited. There is an indebtedness of about \$700.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: February, 1914.

ST. LANDRY PARISH—OPELOUSAS.

OPELOUSAS ACADEMY.

Principal: B. J. Hurd.

A small elementary school doing low-grade work. It is owned by the local Baptist Association. There were 95 pupils and 2 teachers. The income amounted to approximately \$450, of which about \$250 was from the Baptist Association and \$200 from tuition. Of the income \$400 was expended for salaries. The plant, estimated value \$2,500, consists of a town lot, one frame building, and meager equipment.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: February, 1914.

TERREBONNE PARISH—HOUMA.

HOUMA ACADEMY.

Principal: Thomas Dickerson.

A disorderly elementary day school owned by the local Baptist Association. The 128 pupils are taught by the principal and a colored woman. The income of \$750 was from the association and from tuition. About \$600 was spent for salaries and \$150 for other expenses. The plant, estimated value \$2,000, consists of a town lot, a two-story frame building, and equipment valued at \$500.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: February, 1914.

WEBSTER PARISH—MINDEN.

MINDEN ACADEMY.

Principal: James Johnson.

A school of elementary grade with a few secondary pupils. It was founded in 1907 by the local Baptist Association and is owned and controlled by that body. The 115 pupils were in 11 grades. The teachers are the principal and his wife. The only industrial work is a little sewing. The income amounted to approximately \$875, of which \$825 was from tuition and \$50 from the Baptist Association.

Of the income \$725 was expended for salaries and \$150 for repairs. The plant, estimated value \$4,000, consists of 31 acres of land, a two-story frame building, and equipment valued at \$400. The building is poorly constructed and in bad condition.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: March, 1914.

OTHER BAPTIST SCHOOLS.

Five other Baptist schools were reported but not visited. Evidence indicates that they are not of sufficient importance to justify description in this report. The list is as follows:

County.	Town.	School.
Claiborne.	Haynesville.	Haynesville School.
Rapides.	Cheneyville.	Cheneyville Academy.
Sabine.	Pleasant Hill.	Pleasant Hill High School.
Union.	Downsville.	Center High School.
Union.	Lillie.	Lillie High School.

CATHOLIC PARISH SCHOOLS.

There are in Louisiana 24 Catholic parish schools. Except for one or two large institutions in New Orleans, these are small elementary schools. Since the Louisiana schools were visited, Mother Catherine Drexel has purchased the large plant in New Orleans formerly used by the Southern University. This school, now called St. Francis Xavier's School, has a reported enrollment of 350 and a teaching force of 17. The religious interest is strong in all of these parish schools. The principal facts as reported are listed herewith:

Parish.	Town.	School.	Attendance.	Teachers.
Arcadia.	Crowley.	St. Michael's School.	145	3
Assumption.	Klotzville.	St. Mary's School.	56	1
Avoyelles.	Mansura.	St. Paul's School.	185	2
Iberia.	Delcambre.	Our Lady of the Lake School.	35	1
Iberville.	Plaquemine.	St. Augustine's School.	42	1
Jefferson.	Gretna.	St. Joseph's School.	60	1
La Fayette.	La Fayette.	St. Joseph's School.	315	7
Natchitoches.	Campti.	Sacred Heart School.	65	2
Natchitoches.	Natchitoches.	St. Joseph's School.	75	2
Natchitoches.	Isle Brevelle.	St. Joseph's School.	278	5
Orleans.	New Orleans.	St. Dominic's School.	150	3
Orleans.	New Orleans.	St. Catherine's School.	350	8
Orleans.	New Orleans.	St. Michael's School.	40	1
Orleans.	New Orleans.	St. Maurice's School.	65	2
Plaquemine.	Bertranneville.	St. Benedict's School.	59	1
Rapides.	Alexandria.	St. James' School.	142	3
St. Landry.	Arnaudville.	St. John Francis Regis School.	29	2
St. Landry.	Grand Coteau.	Sacred Heart School.	180	6
St. Landry.	Opelousas.	St. Joseph's Convent School.	180	3
St. Landry.	Opelousas.	St. Joseph's Industrial College.	78	2
St. Mary.	Charenton.	St. Peter Claver's School.	42	2
St. Martin.	Breaux Bridge.	St. Anthony's School.	125	3
St. Tammany.	Mandeville.	Holy Family School.	29	2
St. Tammany.	Madisonville.	St. Francis Xavier's School.	102	3

LUTHERAN SCHOOLS.

Some of the Lutheran ministers in Louisiana teach small parish schools in their churches. These schools are irregularly in session from year to year. Only Luther College and the seven parochial schools in New Orleans were considered important enough to be studied; these are described in the summary which follows.

ORLEANS PARISH—NEW ORLEANS.

LUTHER COLLEGE.

President: R. E. Schmidt.¹

A small school of elementary and secondary grade founded in 1903 and maintained by the Synodical Conference of the Lutheran Church. It is the central Lutheran School for New Orleans.

Attendance.—Total, 37; practically all elementary.

Teachers.—Total, 2; both white men.

Organisation.—Ten grades are claimed. Most of the work of the two higher grades is elementary. The pupils above the seventh grade have sewing.

Financial, 1913-14.—The income amounted to approximately \$1,400, of which \$1,300 was from the Lutheran Board and the balance from tuition.

Plant.—Estimated value, \$10,500. The plant consists of a valuable city lot and a two-story frame building, with limited classroom furniture and industrial equipment.

Recommendation.—The attendance should be increased, the grade of work raised, and industrial work for boys provided.

Date of visit: February, 1914.

LUTHERAN PAROCHIAL SCHOOLS.

Seven parochial schools of elementary grade are maintained by the Board for Colored Missions of the Evangelical Lutheran Synodical Conference for the colored children of New Orleans.

Attendance.—The attendance records are very unsatisfactory. The reported enrollment in all the schools was approximately 1,000.

Teachers.—Total, 18; white 7, colored 11; male 14, female 4. Most of the white teachers are ministers of the Lutheran denomination, while practically all the colored teachers are graduates of Lutheran schools.

Financial, 1913-14.—The reported income for the support of the schools was \$10,000, of which \$7,500 was from the Lutheran Board and churches, and \$2,500 from tuition.

Plant.—Estimated value, \$15,000. Three of the schools are taught in buildings owned by the Lutheran Board and the others in rented quarters. The land owned consists of three lots in different sections of New Orleans. All the buildings are frame structures. The equipment in all the schools is very poor. There are practically no facilities for teaching manual training or industrial work.

Recommendation.—There is present need for these schools, but their work should be improved, and when the public schools become adequate the income of the small Lutheran schools should be transferred to Luther College to make it a first-class secondary school.

Date of visit: February, 1914.

INDEPENDENT SCHOOLS.

In addition to the schools discussed in the parish summaries, there are five smaller independent institutions in Louisiana. These are owned by private boards of trustees and have limited means of support. They include four private elementary schools and a semipublic school. The semipublic school at Morgan City and the Winnsboro Colored School are the only schools in their communities, and effort should be made to have the public authorities assume complete control of their work. The private schools at Lake Charles and Hortman are of minor importance.

¹ White.

CALCASIEU PARISH—LAKE CHARLES.

PEOPLE'S NORMAL AND INDUSTRIAL SCHOOL.

Principal: D. R. Hutton.

A small elementary school operated privately by the principal. About 150 pupils are taught in 11 grades by the principal and three colored women. All the work is elementary. The class rooms are crowded and the equipment poor. The finances are controlled by the principal, who declined to give the exact items. The plant, estimated value \$2,250, consisted of a town lot, an old frame building, and equipment valued at \$250.

Recommendation.—That the school shall not expect other than local support.

Date of visit: February, 1914.

FRANKLIN—WINNSBORO.

WINNSBORO COLORED INDUSTRIAL HIGH SCHOOL.

Principal: J. W. Hunter.

A small elementary school. It is the only school for colored people in the community. It was founded in 1905 by the colored people and for a while received aid from the parish and the Jeanes Fund. The 75 pupils were taught by the principal and a woman assistant. A few pupils board at the school. The only industrial work is a little sewing. The income, amounting to approximately \$450, was from tuition and benefit entertainments. The plant, estimated value \$5,000, consists of 30 acres of land, a large two-story building, poorly constructed and in bad repair, and equipment valued at \$200.

Recommendation.—That the colored people endeavor to have the parish aid this worthy school.

Date of visit: February, 1914.

LINCOLN PARISH—GRAMBLING.

NORTH LOUISIANA AGRICULTURAL AND INDUSTRIAL INSTITUTE.

Principal: C. P. Adams.

A school of elementary grade in a needy rural community. The plant and equipment are crude. The management has not been effective. The school was founded by the principal in 1905 and turned over to the parish in 1915.

Attendance.—Total, 110; all elementary. A few pupils board at the school. The industrial training consists of a little cooking, sewing, and woodwork. Some of the pupils assist in the cultivation of the land.

Teachers.—Total, 6; all colored; male 2, female 4.

Financial, 1912-13.—No books were kept. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$1,550
Expenditures, less noneducational receipts.....	1,550
Value of plant.....	5,687

Sources of income: Donations, \$1,000; tuition, \$450; Lincoln Parish, \$100. The noneducational receipts amounted to \$1,486, of which \$950 was from the boarding department and \$536 from the farm.

Items of expenditure: Salaries, \$2,700; other expenses, \$336.

Plant.—Land: Estimated value, \$3,000. The school owns 200 acres of land, of which about 100 acres are cultivated and 4 acres used for campus.

Buildings: Estimated value, \$1,500. The main building is a poorly built two-story frame structure. There are two very small buildings, used for shop and boys' dormitory. The buildings are poorly kept.

Movable equipment: Estimated value, \$1,187. Of this \$687 was in farm implements and live stock, \$350 in shop equipment, and \$300 in furniture.

Recommendation.—That the administration be made more effective and the institution developed into a parish training school.

Dates of visits: February, 1914; February, 1915. Facts verified, 1916.

ST. MARY PARISH—MORGAN CITY.

MORGAN CITY ACADEMY.

Principal: Miss Anna Kyle.

An elementary school receiving aid from public funds. The school is taught in a building owned by a local board of trustees. The one colored teacher, who receives \$185 a year, is paid for five months from the parish and for four months from private subscription and tuition. There were 78 pupils, all below the sixth grade. The school plant is valued at \$1,500.

Recommendation.—That the trustees endeavor to have the public authorities assume the full support of the school.

Date of visit: February, 1914.

WEBSTER PARISH—HORTMAN.

PLEASANTON COLLEGIATE AGRICULTURAL AND INDUSTRIAL INSTITUTE.

Principal: E. B. Morgan.

A badly managed elementary school. It is owned by an independent board of trustees. The 69 pupils were all elementary. They were taught by two colored women. The income amounted to approximately \$1,200, which was from donations and tuition. There was a mortgage indebtedness of \$1,000 on the property. The plant, estimated value \$2,500, consists of 200 acres of land, two 2-story frame buildings, and equipment valued at \$200.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visit: March, 1914.

SPECIAL INSTITUTIONS.

Besides the private schools there are three small special institutions in the State. The two institutions in Baton Rouge are operated by Mr. and Mrs. F. L. Blundon. One is a reformatory and one a school for unfortunate children. As such institutions are needed, they should be combined and should receive more aid from the State and county courts. The Flint-Goodbridge Hospital is also described in this summary.

EAST BATON ROUGE PARISH—BATON ROUGE.

LIVE OAK SCHOOL.

Principal: F. L. Blundon.¹

An elementary school with about 45 pupils, of whom 16 were boarders. It receives orphans and delinquents from the courts of the parish. The school is taught by one colored woman. The printing and farming are managed by the white principal.

The plant, consisting of an old sugar house and 15 acres of land, was donated to a corporation consisting of the principal and his wife on condition that an industrial school be erected and \$2,000 paid for the building. These conditions seem not to have been met. The income of about \$1,200 is derived from tuition, board, and profits on the garden. The parish pays the board of the children committed by the court.

MRS. BLUNDON'S SCHOOL.

A small institution combining the features of an orphanage and an elementary day school. Owing to inadequate equipment and very limited financial support, the work is crude. The principal has undermined her health through hard work for the orphans.

The institution was founded by Mrs. Blundon and is largely controlled by her. The trustees are Northern persons, who seem to know very little about the work.

Attendance.—Total, 140; all elementary. The orphanage consists of a few orphans living in Mrs. Blundon's home. Some instruction in sewing is provided.

¹ White.

Teachers.—Total, 4; white 2, colored 2. One of the white women spends part of the summer in appealing for funds in the North.

Finances and plant.—The estimated annual income of about \$1,000 is from donations and tuition. The plant consists of two frame buildings, valued at \$2,500. The buildings are in need of repair.

Recommendation.—That the trustees of the institutions and friends of Mr. and Mrs. Blundon prevail upon them to combine the two institutions and reorganize the work on a sound business and educational basis. Further support to the institutions should be given only on this condition.

Date of visit: February, 1914.

ORLEANS PARISH—NEW ORLEANS.

FLINT-GOODRIDGE HOSPITAL AND NURSE-TRAINING SCHOOL.

Superintendent: R. T. Fuller.¹

A well-managed hospital and nurse-training school. The buildings have recently been put in good condition and equipped with modern conveniences. The hospital building has capacity for 59 patients. There are 27 nurses in attendance. The income in 1914-15 was approximately \$12,000, of which \$6,400 was from hospital charges and \$3,400 from the Freedmen's Aid Society. Tuition fees and endowment constituted the other sources of income.

Property.—Estimated value, \$97,000. Of this, \$50,000 was in endowment. The plant consists of a large lot and three buildings, valued at \$40,000, together with equipment and furniture valued at \$7,000. An old three-story brick residence is used for the dean's office and home, and for classrooms. The hospital building and the nurses' home are frame structures. The hospital equipment is valued at \$5,000.

Recommendation.—That the institution receive more liberal financial support.

¹ White.

XI. MARYLAND.

SCHOOL FACILITIES IN THE STATE.

There are in Maryland 232,250 colored people, forming 17.9 per cent of the total population. The number decreased 2,814, or 1.2 per cent, between 1900 and 1910. Negroes constitute 28.7 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 9 per cent between 1900 and 1910. As farmers renting and owning land, they have charge of 358,509 acres of land; as farm laborers they undoubtedly cultivate a much larger amount. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 23.4 per cent of the colored people 10 years old and over, and 9.5 per cent of children 10 to 14 years of age, and the death rate is very high. In view of these facts, it is important to note the following summary of the public school facilities and educational needs of Maryland, as they are shown in the reports of the United States census and the State superintendent of public instruction:

	White.	Negro.
Population, 1910.....	1,062,639	232,250
Children 6 to 14 years of age, 1910 ¹	186,147	44,315
Teachers' salaries in public schools, 1911-12 ¹	\$2,567,021	\$282,519
Teachers' salaries per child 6 to 14 in State ¹	\$13.79	\$6.38
Percentage illiterate, 1910.....	3.6	23.4
Percentage living in rural communities.....	47.4	57.3

Public appropriations.—The public-school teachers of Maryland received \$2,849,540 in salaries in 1911-12. Of this sum \$2,567,021 was for the teachers of 186,147 white children and \$282,519 for the teachers of 44,315 colored children. On a per capita basis this is \$13.79 for each white child and \$6.38 for each colored child.¹ Map 16 presents these per capita figures for each county in Maryland, the proportion of Negroes being indicated by the shading. The study of this map indicates a wide variation in the per capita for colored children. In Somerset and Anne Arundel Counties this sum is less than \$1.60, while in the city of Baltimore it is \$15.33.

In addition to the \$2,567,021 appropriated for the public-school teachers of white children, the State appropriated \$222,375 for the whole or partial support of two normal schools, three colleges, and several private institutions of learning for white people. To the \$218,466 appropriated for the public-school teachers of colored children the State added \$7,167 to maintain a colored normal school.

Private financial aid.—The colored private schools of Maryland have an income of \$23,454, a property valuation of \$99,624, and an attendance of 1,033 pupils, of whom 942 are in elementary grades. With the exception of two very small schools they are all

¹ These figures were computed for each county in the State except Garrett by dividing the teachers' salaries by the number of children 6 to 14 enumerated in the United States census. The teachers' salaries in public schools were obtained from the report of the State superintendent of education, 1911-12.

owned by denominations. While the total number of private schools is 10, only one plays any important part in the educational activities of the State. One privately owned school is largely supported by the Federal Government. These two schools, with the State Normal School, are shown on Map 17. Some of the remaining nine schools are justified only on denominational grounds, and others are so hampered by small income or poor management that the State receives little benefit from them.

Attendance.—The United States census reported 45,233 colored children 6 to 14 years of age in 1910, of whom 31,968 were attending school. A study of the figures for public and private schools shows that the majority of elementary and secondary pupils are in the public schools.

Elementary.—The need for increased elementary school facilities is indicated by the fact that the attendance in both public and private schools is less than 71 per cent of the children of elementary-school age. According to an investigation made recently,¹ over half of the colored teachers received "postal card" certificates. That is, they are unable to pass a satisfactory examination, but are given a license because they are the best candidates available.

Secondary.—The only public high school for colored pupils in the State is in the city of Baltimore. The Maryland Normal and Industrial School also furnishes a partial secondary course. Of the 847 secondary pupils in the State, 669 are in the Baltimore High School, 85 in Princess Anne Academy, supported by Federal funds, 38 in the Maryland Normal and Industrial School, and 55 in Morgan College.

Teacher training.—The most urgent need of the colored schools in Maryland is trained teachers. The supply now depends largely on the secondary and normal schools outside of the State. Within the State only the Baltimore Normal School, the Bowie Normal School, and Princess Anne Academy offer even a fair preparation for teaching. The output of these schools is obviously inadequate to meet the needs of a State with almost 235,000 colored people and 1,000 colored public-school teachers.

Industrial.—No school in the State is adequately equipped to teach trades. Effort is being made to provide industrial training by means of special State aid to one colored school in each county. The sum of \$1,500 is available for each county upon the establishment of a school. About half of this sum is to be given toward the support of the school and about half is to be used to pay a supervising industrial teacher who is to travel in the county introducing industrial work in the rural schools and extending the influence of the school into the community. In this way the State has made provision for 16 industrial schools with the type of supervision furnished by the Jeanes teachers in other States. As yet these schools are of elementary grade, with a small amount of manual training.

Agriculture.—The provision for teaching agriculture is very limited. The Princess Anne Academy, which receives the Federal funds for agricultural and mechanical education, is endeavoring to make educational use of the school farm. The boys at the State Normal School are required to work on the farm, but a systematic course in agriculture is not provided.

¹ "Public Education in Maryland." Abraham Flexner and Frank P. Bachman, General Education Board, 1916.



MAP 17.—PRIVATE SCHOOLS FOR NEGROES IN MARYLAND.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

Supervision.—Fifteen counties in the State have availed themselves of the State aid to employ a supervisor of colored schools. These supervisors report progress in introducing industrial work, holding teachers' institutes, and doing community work. The Jeanes Fund supplements this work in two counties by an appropriation of \$210 to each county.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary school system. The only agencies able to supply this need are the State and counties.
2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards. When the central industrial schools of the counties are developed sufficiently teacher-training courses should be added.
3. More provision for instruction in gardening, household arts, and simple industrial work. In developing this work all counties should avail themselves of the State aid for a central industrial school and an industrial supervisor of colored schools.
4. More instruction in agriculture and in the problems of rural life so that teachers and leaders may be developed for a people 60 per cent rural.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

BALTIMORE CITY.

	White.	Negro.
Population, 1910.....	473,387	84,749
Children 6 to 14 years of age, 1910.....	76,618	11,265
Teachers' salaries in public schools, 1911-12.....	\$1,161,764	\$172,801
Teachers' salaries per child 6 to 14.....	15.16	15.33
Percentage illiterate, 1910.....	2.8	13.2

The average length of the public-school term is nine months for both white and colored pupils. The number of teachers is 1,504 in white schools and 254 in colored schools. The average attendance is 48,034 white pupils and 7,462 colored pupils. The attendance in the colored schools is good, but some of the elementary classrooms and the high school are dangerously crowded. With some improvements the public-school system would be adequate to care for the pupils of the city. The small private schools are, therefore, of minor educational value. They are described in the summaries of small Baptist and Catholic parish schools for the State.

BALTIMORE HIGH SCHOOL.

Principal: Mason A. Hawkins.

A large city high school with good teaching force but limited equipment.

Attendance.—Total, 669; male 221, female 448.

Teachers.—Total, 34; all colored; male 15, female 19; academic 19, girls' industries 4, boys' industries 6, commercial 2, physical culture 1, others 2.

Organization.—Three four-year courses are offered—Latin, scientific, and commercial. The Latin course is largely of the traditional college-preparatory type, but includes some provision for manual training and natural sciences. The scientific course requires German in place of Latin. Only one year of foreign language is required in the commercial course and about 9 hours a week are assigned to commercial subjects.

Industrial: All pupils are required to take 4 hours a week of manual training. A special two-year vocational course is provided, with 14 hours a week of manual work. The facilities for industrial work for girls are fairly good, but the equipment for industrial work for boys is limited.

Plant.—The plant, estimated value \$65,000, consists of a city lot, a large two-story brick building with basement, a two-story brick shop, two rented buildings used for domestic science, and the chapel.

Date of visit: March, 1916.

BALTIMORE COLORED NORMAL SCHOOL.

Principal: J. H. Lockerman.

A city teacher-training school taught in connection with one of the elementary schools.

Attendance.—Total, 112; male 25, female 87. The attendance increased from 49 in 1914-15 to 112 in 1915-16 as a result of the passage of a State law requiring professional preparation for teachers.

Teachers.—Total, 8; all colored; male 2, female 6; pedagogical subjects 4, practice teachers 4.

Organization.—High school graduation or an equivalent is required for entrance. The course covers two years. The subjects are: Psychology, history of education, methods, reviews, management, and practice teaching.

Date of visit: March, 1916.

MORGAN COLLEGE.

President: John O. Spencer.¹

A school of secondary and collegiate grade.

The institution was founded in 1867 under the patronage of the Baltimore, Washington, Wilmington, and Delaware Conferences of the Methodist Episcopal Church. It is owned by an independent board of trustees and receives the contributions of the conferences through the Freedman's Aid Society. Two branch academies, at Princess Anne, Md., and Lynchburg, Va., are under the same trustee board.

Attendance.—Total, 81; college preparatory 55, collegiate 26. Of those reporting home address, 27 were from Baltimore, 33 from other places in Maryland, and 21 from other States. There were 38 boarding at the school. The total enrollment for the year was 128.

Teachers and workers.—Total, 11; white 7, colored 4; male 5, female 6; full time 7, part time 4, academic 8, others 3. The teachers are well trained.

¹ White.

Organization.—Secondary: The four-year college preparatory course includes: Mathematics, 4 years; English, 3½; geography, 1; history, 2; Latin, 2; German, 1; physics, 1; Bible, 1; music, 1½; drawing, ½; chemistry, ½. An additional year of Latin may be elected.

College subjects: The college subjects offered are Latin, Greek, French, German, English, algebra, trigonometry, history, physics and chemistry, and international law. In alternate years sociology and economics are substituted for some of these subjects. The teaching force and equipment are inadequate for the work undertaken.

Financial, 1913-14.—The accounts are kept in the president's office. The system is simple and effective. The boarding department is conducted privately and figures for the department are entirely omitted from the following statement. The more important items were:

Income.....	\$16,419
Expenditure.....	13,102
Indebtedness.....	18,000
Value of school property.....	96,874

Sources of income: Freedman's Aid Society, \$6,733; tuition and fees, \$3,285; endowment funds, \$2,866; conference collections, \$1,523; building and improvement fund, \$1,025; public funds, \$538; donations for current expenses, \$419; interest on current accounts, \$19; other sources, \$11.

Items of expenditures: Salaries, \$6,843; payment on debts, \$2,073; interest on debts, \$1,514; light and heat, \$673; traveling expenses, \$574; office expenses, \$330; books, \$230; printing and advertising, \$222; equipment and supplies, \$198; scholarships, \$153; trustees' expenses, \$109; repairs, \$85; commencement and lectures, \$65; taxes and insurance, \$33. The unexpended balance for the year was \$3,317.

Indebtedness: A mortgage of \$18,000 represents balance due on land and building and current accounts.

Property: The property consists of \$40,700 in the plant and \$56,174 in endowment.

Plant.—Land: Estimated value, \$20,000. The land comprises six large city lots in a good neighborhood. There is no campus space.

Building: Estimated value, \$15,000. The one school building is a large four-story stone structure. The floors and interior were in need of renovation.

Movable equipment: Estimated value, \$5,700; furniture, \$700; laboratory equipment, \$1,000; books and library fixtures, \$4,000.

Recommendation.—That the institution be moved to the new site now being purchased and the courses reorganized so as to emphasize training of teachers, physical science, social science, and community work both for urban and rural people.

Date of visit: May, 1915.

PRINCE GEORGES COUNTY.

	White.	Negro.
Population, 1910.....	24,643	11,493
Children 6 to 14 years of age, 1910.....	4,848	2,862
Teachers' salaries in public schools, 1911-12.....	\$57,198	\$6,774
Teachers' salaries per child 6 to 14 in county.....	\$11.80	\$2.37
Percentage illiterate, 1910.....	3.5	30.5

The entire population is rural. The average length of the public-school term is 9.25 months for white pupils and 6.5 months for the colored. The number of teachers is 135 in white schools and 40 in colored schools. The average attendance is 3,413 white pupils and 1,217 colored pupils.

These statistics indicate the need for increased school facilities. The work of the elementary schools should be extended and strengthened. With reorganization and additional boarding facilities, the Maryland Normal School at Bowie would provide a central institution for the surrounding counties, where pupils might board and supplement the training given in the rural schools. The Croome Settlement School is very small, and unless its support can be materially increased it will be of little value to the community. The House of Reformation for Colored Boys is described in the summary of special institutions for Maryland.

BOWIE.

MARYLAND NORMAL AND INDUSTRIAL SCHOOL.

President: D. S. S. Goodloe.

A small school of secondary grade with a few elementary pupils. The boys devote much time to farm labor, but the work is of little educational value. The small attendance is due to the inadequate dormitory facilities and is not proportionate to the income and value of the plant.

The school was founded in 1911 by the State of Maryland as Normal School No. 3, and is controlled by the State board of education. Practically all its support comes from the State.

Attendance.—Total, 50; elementary 12, secondary 38; male 19, female 31. Nearly all the pupils board at the school.

Teachers and workers.—Total, 8; all colored; male 5, female 3; academic 5, domestic science 1, matron 1, and superintendent.

Organization.—Elementary: The elementary class has arithmetic, grammar, spelling, reading, and history.

Secondary: The three-year secondary course includes: Latin, 2 years; mathematics, 2; English, 4; elementary science, 2; physiology, pedagogy, and history of education. History may be substituted for the second year of Latin.

Financial, 1913-14.—The finances of the school are controlled by the State board of education, and no records other than the president's memoranda are kept at the school. According to the annual report of the State board the more important items, excluding the boarding department, which is conducted privately by the president, were:

Income.....	\$8,053
Expenditures.....	8,003
Value of plant.....	33,500

Sources of income: State appropriations \$7,167; tuition and fees, \$865; other sources, \$21.

Items of expenditure: Teachers' salaries, \$2,800; student labor, \$1,562; furniture and school supplies, \$725; farm implements and supplies, \$704; fuel and light, \$464; repairs, \$459; farm labor, \$457; discount and interest, \$225; expenses of practice school,

\$195; books, stationery and printing, \$168; live stock, \$75; freight and hauling, \$46; supervision of colored schools, \$38; miscellaneous expenses, \$85.

Plant.—Land: Estimated value, \$10,000. The land comprises 190 acres and is well located for school purposes. Creditable efforts have been made to beautify the grounds. Over half the land is being worked with a view to its improvement. Crops for the use of the school are raised on about 25 acres.

Buildings: Estimated value, \$19,000. The main building, a four-story brick structure, is used for office, classrooms, and girls' dormitory; the boys' dormitory is a two-story frame structure. There are two other small frame buildings. The buildings are clean and in good repair.

Movable equipment: Estimated value, \$4,500. Of this, \$2,500 is in furniture and \$2,000 in farm equipment and live stock.

Recommendations.—1. That the dormitory facilities be increased, in order to provide for a larger attendance.

2. That the course of study be adapted to the preparation of teachers for rural districts.

3. That the farm work and other manual activities be carried out with more regard for their educational value.

4. That the boarding department and the farm be conducted as departments of the school and the proceeds applied to the support of the institution.

5. That a system of accounting be installed at the school and an annual audit made by an accredited accountant.

Date of visit: November, 1914. Facts verified, 1915.

SOMERSET COUNTY.

	White.	Negro.
Population, 1910.....	16,978	9,476
Children 6 to 14 years of age, 1910	3,428	2,250
Teachers' salaries in public schools, 1911-12	\$40,862	\$4,622
Teachers' salaries per child 6 to 14 in county	\$11.92	\$1.52
Percentage illiterate, 1910.....	7.2	34.6

The rural population is 86.9 per cent of the total. The average length of the public-school term is 9 months for white pupils and 6 months for the colored. The number of teachers is 103 in white schools and 38 in colored schools. The average attendance is 2,233 white pupils and 1,115 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened.

The Princess Anne Academy, which is being developed as a State school, should be encouraged to increase its provisions for agriculture, industry, and teacher training.

PRINCESS ANNE.

PRINCESS ANNE ACADEMY.

President: Thomas H. Kiah.

A small, well-managed school of secondary grade with a few pupils in elementary classes. Effort is made to adapt the work to the needs of rural teachers. Manual training and agriculture, though well taught, are subordinated to literary studies.

The school was founded in 1886 as a branch of Morgan College, and is owned by the trustees of that institution. It receives aid from the Freedmen's Aid Society of the Methodist Episcopal Church. As the "Eastern Branch of the Maryland Agricultural College" it receives part of the Federal land-grant appropriation for agricultural and mechanical education.

Attendance.—Total, 123; elementary 38, secondary 85; male 51, female 72; boarders, 80. The reported enrollment for the year was 159.

Teachers and workers.—Total, 12; all colored; male 8, female 4; academic 9; girls' industries 2, agriculture 1. Three of the academic teachers give part time to boys' industries.

Organization.—Elementary: The elementary work is done in the seventh and eighth grades.

Secondary: The secondary courses are given in two groups, "normal" with 63 pupils and "college preparatory" with 22. The chief difference in the courses is the inclusion of Latin in the college preparatory. Both courses include elementary subjects in the first year. Both give the student a complex schedule, including a large number of subjects studied only two or three hours a week. These subjects are well selected, but the short time allotment weakens the value of the work. The senior year provides some teacher training. The organization is now being simplified.

Industrial: All secondary pupils are required to take 20 periods a week in industries. The industries are carpentry with 18 pupils, blacksmithing with 12, printing with 6. The industrial equipment is fairly good. All the work is classed as manual training. One teacher and a part-time assistant instruct the girls in sewing and cooking. The equipment, hitherto inadequate, is being rapidly improved.

Agriculture: One teacher handles both the theory and practice of agriculture. The normal students take botany in the second year and agriculture in the fourth year. At the time the school was visited 12 pupils were specializing in agriculture and cultivated garden plots.

Summer school: The summer courses are arranged for the improvement of rural teachers. The attendance in 1915 was 35.

Financial, 1913-14.—All accounts, except those for the boarding department, are kept by the president of the Morgan College Corporation in Baltimore. The principal at the school keeps the records of the boarding department and reports semiannually to the president. The more important financial items for 1913-14 were:

Income, excluding noneducational receipts	\$15,528
Expenditures, less noneducational receipts	14,245
Value of plant.....	44,950

Sources of income: Federal funds, \$10,000; balance of Federal funds from previous year, \$887; tuition and fees, \$2,584; Morgan College Corporation for current expenses and scholarship, \$1,000; other sources, \$1,057. The noneducational receipts amounted to \$7,676, of which \$6,638 was from the boarding department and \$1,038 from the farm.

Items of expenditure: Salaries, \$7,762; material and labor in boarding department, \$6,450; scientific apparatus and machinery, \$3,424; farm labor, \$1,159; light and heat, \$1,094; library and text books, \$545; furniture, \$342; taxes and insurance, \$318; farm

supplies, \$207; repairs, \$130; office and traveling expenses, \$99; miscellaneous, \$391. The unexpended balance for the year was \$1,283.

Plant.—Land: Estimated value, \$6,000. The school land comprises 118 acres, of which about 85 are cultivated and three or four acres used for school grounds. The campus is clean and in fairly good condition.

Buildings: Estimated value, \$30,500. There are 11 frame buildings—the main building, containing classrooms and offices; the two dormitories, three stories high; the students' dining room building and the mechanics building, both two-story structures; and a number of cottages and barns. The buildings are in good condition, but fire protection is inadequate.

Movable equipment: Estimated value, \$8,450. Of this \$4,950 was in scientific apparatus, machinery, and furniture; \$2,000 in library books; \$1,500 in live stock.

Recommendations.—1. That the provision of the land-grant act for agricultural and mechanical training be more fully recognized in the general management of the school.

2. That the boarding department be used for practice work of domestic science pupils.

Date of visit: October, 1915.

BAPTIST SCHOOLS.

There are two small Baptist schools in Baltimore, both of which are supported by divisions of the local Baptist association.

BALTIMORE CITY.

CLAYTON WILLIAMS UNIVERSITY.

President: J. R. L. Diggs.

A poorly managed school with 16 pupils of elementary grade. The president and two other persons were reported as teachers. The president spends most of his time soliciting for the school. The school is taught in a large dwelling house. The rooms were disorderly and dirty. It appears that no regular classes meet. The institution is owned by a local Baptist association and is supported by an appropriation from the association and by contributions collected by the president. The financial management is entirely in the hands of the president and nothing could be learned concerning the income and expenditure.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visit: November, 1915.

LEE AND HAYES UNIVERSITY.

President: Willis J. Winton.

A school more in name than in reality, with two poorly trained teachers and 10 "theological" pupils. The pupils were almost all ministers with little preparation. Though large claims are made, there are practically no facilities for school work. The school is owned by a local Baptist association which was formed as a result of a split from the association that controls Clayton Williams University. It is supported by the association and by contributions to the president, who spends much of his time soliciting funds. The financial management is entirely in the hands of the president and nothing could be learned of the income and expenditure. The institution occupies a large residence which contains practically no school furniture.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visit: November, 1915.

CATHOLIC PARISH SCHOOLS.

The Catholic work in Maryland includes several parochial schools and the St. Joseph's Seminary and Epiphany Apostolic College for training white priests for mission work among the colored people. The latter institution serves as a preparatory school, while the former school gives courses of college grade. This institution is unique in that it has for its primary object the preparation of white church workers for ministering to the colored people. The number of seminarians is 29 and the number of workers is 7. The parish schools in Baltimore have large enrollments. The religious interest is strong in all these schools. The following is a list of the Catholic schools:

County.	Town.	School.	Attendance.	Teachers.
Baltimore City.	Baltimore.	St. Augustine's School.	170	5
Baltimore City.	Baltimore.	St. Barnabas, school.	200	4
Baltimore City.	Baltimore.	St. Cyprian's School.	360	8
Charles.	Bryantown.	St. Mary's School.	158	3

INDEPENDENT SCHOOLS.

There are three small independent schools in Maryland. Two of these are maintained for private gain and the third is of only slight educational value.

HARFORD COUNTY—BELCAMP.

BUSH DOMESTIC AGRICULTURAL AND INDUSTRIAL INSTITUTE.

Principal: S. Thomas Bivins.

The school had no pupils in 1914-15, but the principal was still soliciting money. In 1913-14 there were two teachers and the average attendance did not exceed 10 pupils. All the work was elementary. Mattress making and upholstering were the only industrial work. The reported income was \$185, of which \$157 was from donations and \$28 from other sources. The plant, consisting of an acre of land and an old frame building, is rented for \$15 per month.

Recommendation.—That donations be withheld.

Date of visit: August, 1915.

PRINCE GEORGES COUNTY—CROOME.

CROOME SETTLEMENT SCHOOL.

Principal: Miss Susie Willes.¹

A small elementary school owned and controlled by the principal, a white woman of the community, and taught by a well-trained colored woman. There were 28 pupils in attendance, all below the seventh grade. The school is taught in one room of a frame dwelling, in which the teacher and her family live. Two or three hours a week are devoted to sewing. The income in 1913-14 was \$1,200, practically all of which was from donations. The plant, estimated value \$750, consists of an acre of land, the house used by the teacher, and meager equipment.

Recommendations.—1. That the school be turned over to the public authorities or to a board of trustees.

2. That the vacant space about the building be used to teach gardening.

Date of visit: October, 1914. Facts verified, 1916.

¹ White.

PRINCE GEORGES COUNTY—TUXEDO.

TUXEDO INDUSTRIAL INSTITUTE.

Principal: S. J. Lamkins.

A small venture of doubtful value. A few pupils are taught in a house owned by the trustees of the school. The principal, who is a minister in Washington, D. C., spends his spare time soliciting funds for the school and a new church, while the school is taught by a colored man. The plant, estimated value \$2,000, consists of a small lot and an old frame house. There was an indebtedness of \$1,400 on the plant.

Recommendation.—That donations be withheld.

Date of visit: June, 1916.

SPECIAL INSTITUTIONS.

Besides the schools already described there are three child-caring institutions in Maryland. Two of these are State reform schools. Though these are in need of more modern methods of treating juvenile delinquents, they both render valuable service. In view of these State institutions there seems to be little need for a private institution to do similar work.

BALTIMORE COUNTY—ELLCOTT CITY.

MARYLAND HOME FOR FRIENDLESS COLORED CHILDREN.

President: P. F. Bragg.

An orphans' home for boys between the ages of 2 and 10 years. Some of the children are committed by the juvenile court and some are placed in the institution by parents who can not care for them at home. The orphans are on a charity basis, while the boarders pay \$1.50 per month. The city and State appropriate a per capita sum for children committed by the courts. The attendance was 31. Four workers care for the children. The matron and assistant matron prepare the meals and look after the rooms. Pupils who are old enough attend a day school taught by one teacher. A few of the older boys work on the farm.

Financial, 1913.—The income amounted to \$3,369, of which \$1,600 was from a special savings fund, \$807 from the city of Baltimore, \$242 from donations, \$162 from rents, and \$558 from other sources. Of the income \$793 was expended for salaries, \$510 for groceries, \$359 for farm supplies, \$219 for interest, and \$1,395 for other purposes. In addition, \$1,000 was paid on the indebtedness, which was reduced to \$3,500.

Plant.—Estimated value, \$10,000. The plant consisted of 34 acres of land, a three-story brick building, and equipment valued at \$1,000. The building is well kept.

Recommendation.—That the question of the continuance of this institution be submitted to a committee representing the trustees and the social workers of Baltimore.

Date of visit: November, 1915.

BALTIMORE COUNTY—MELVALE.

INDUSTRIAL HOME FOR COLORED GIRLS.

Superintendent: Mrs. J. C. Pennington.¹

A State home for colored girls committed by the juvenile courts or the magistrates. The institution was founded in 1882 with a gift from George M. Griffith, of Baltimore, and is controlled by a board of prominent white men, six of whom are appointed on the part of the Griffith estate, two on the part of the city of Baltimore, and two on the part of the State.

Attendance.—Total, 111; all girls.

Workers.—Total, 7; all white women. In addition a playground teacher gives instruction two days in the week.

¹ White.

Organization.—The younger girls have two hours a day in school, and the older girls one hour a day. The remainder of the day is spent in making overalls for a near-by factory. This work is done with good equipment under the supervision of four employees of the home. A fairly good outdoor playground is provided, but the indoor recreation space is inadequate. As no placing-out officer is employed, girls have to remain in the institution until they become of age.

Financial, 1914-15.—The income amounted to \$13,670, of which \$6,260 was from the city of Baltimore, \$4,877 from the workrooms, \$2,500 from the State, and \$33 from other sources. There was a balance on hand of \$6,180 from the previous year. The expenditures amounted to \$15,125, of which \$4,597 was for boarding supplies, \$3,871 for salaries, \$1,749 for improvements and repairs, \$1,336 for fuel, light, and power, \$931 for "dry goods" and shoes, and \$2,642 for other expenses. The unexpended balance amounted to \$4,724.

The indebtedness amounted to \$4,000, which was borrowed the year before and secured by a mortgage on part of the school property.

Plant.—Estimated value, \$35,000. The plant consists of lot, two large buildings, one of which is of brick, and equipment valued at \$2,000.

Recommendations.—1. That the institution be reorganized according to the standards of modern reform schools.

2. That additional recreation space be provided.
3. That effort be made to diversify the industrial work.
4. That a parole system be adopted and a placing-out officer provided.

Date of visit: April, 1916.

PRINCE GEORGES COUNTY—CHELTENHAM.

HOUSE OF REFORMATION FOR COLORED BOYS.

Superintendent: John B. Pyles.¹

A reform school for colored boys with a large corps of workers and excellent equipment. It was founded in 1872 by a bequest from Enoch Pratt, of Baltimore. The government of the institution is vested in an incorporated association, 12 of whose directors are chosen by the association, two by the State of Maryland, and two by the city of Baltimore.

Attendance.—Total, 326; all male. The institution is somewhat crowded since it was built to accommodate only 300. In addition to the number present in the institution there are about 300 on furlough or working outside under contracts made with the managers.

Boys are received by commitment from the juvenile courts of Baltimore and the counties of Maryland. Neglected children, and those convicted of incorrigibility, larceny, and vagrancy form a large portion of the number admitted. Though the age of admission is from 10 to 16, a few exceptions are made.

Teachers and workers.—Total, 30; white 27, colored 3; male 28, female 2; executive 4, teachers 6, night watchmen 6, industries 4, farm 2, nurse 1, other workers 7.

Organization.—Elementary: The boys are divided, according to size, among six houses. They have one-half day of school work and a half day of industrial work. The work is elementary and includes reading, writing, spelling, arithmetic, geography, and history.

Industrial: All boys are assigned for a half day to one of the industries. The work is practical rather than educational in its aim and organization; it includes broom making, shoemaking, tailoring, and agriculture. The broom factory is leased to a private concern and the labor of the boys is done under the direction of one of the teaching force. The shoes and uniforms of the boys are made in the shops and much of the produce used in the dining room is raised on the farm.

Placing out: A placing-out officer gives full time to the investigation of homes, making contracts, and collecting money due on contracts. The merit system prevails and when a boy has made his required number of "merits" he is eligible for parole. Some are returned to their parents, but many are placed out to work in homes. In such cases the contract is made by the institution and the wages paid are kept to the credit of the boy and turned over to him when he becomes of age. In this way some boys have from \$150 to \$300 with which to start life when they leave the care of the institution.

¹ White.

Financial, 1915.—The books are carefully kept in accordance with a good system. The more important items were:

Income, excluding noneducational receipts.....	\$43,444
Expenditures, less noneducational receipts.....	43,310
Indebtedness.....	6,500
Value of plant.....	285,000

Sources of income: City of Baltimore, \$25,159; State of Maryland, \$15,000; other sources, \$3,285. The noneducational receipts amounted to \$4,670, of which \$2,340 was from the shops and \$2,330 from the farm.

Items of expenditure: Material and supplies, \$22,555; teachers' salaries, \$18,400; repairs, \$3,000; fuel, light, and water, \$2,650; traveling expenses, \$350; other expenses, \$1,025.

Plant.—Land: Estimated value, \$60,000. The land comprises 1,250 acres, of which 700 are cultivated.

Buildings: Estimated value, \$175,000. There are nine well constructed brick buildings and six frame structures of varying sizes. The grounds and buildings are clean and well kept.

Movable equipment: Estimated value, \$50,000. The school owns a large amount of live stock and farm implements, machinery for shops, and good furniture and equipment for the buildings.

Recommendations.—1. That as soon as possible the plan to provide a separate school building for all the boys be carried out and that the school work be organized to conform more closely to modern standards in reform schools.

2. That the supervision given to boys working outside the institution be increased by the provision of more placing-out officers.

3. That a system of supervision be developed so that the staff of night watchmen may be reduced.

Date of visit: March, 1916.



XII. MISSISSIPPI.

SCHOOL FACILITIES IN THE STATE.

There are 1,009,487 colored people in Mississippi, forming 56.2 per cent of the total population. They constitute 69.6 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 28.2 per cent between 1900 and 1910. As farmers, renting and owning land, they have charge of 6,445,077 acres; as farm laborers, they undoubtedly cultivate a much larger area. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 35.6 per cent of the persons 10 years of age and over and 19.4 per cent of the children 10 to 14 years of age, and the death rate is almost twice as high as that of the white people. Such a degree of illiteracy and ill health is certain evidence of extensive waste of economic resources and human energy. In view of these facts, it is important to note the following summary of the public-school facilities and educational needs of Mississippi as they are shown in the reports of the United States census and the State superintendent of public instruction:

	White.	Negro.
Population, 1910.....	786, 111	1, 009, 487
Children 6 to 14 years of age, 1910.....	173, 020	238, 101
Children 6 to 14 in 51 counties, 1910.....	121, 233	150, 758
Teachers' salaries in public schools, 51 counties ¹	\$1, 284, 910	\$340, 459
Teachers' salaries per child in 51 counties, 1912-13 ²	\$10. 60	\$2. 26
Percentage illiterate in 1910.....	5. 2	35. 6
Percentage living in rural communities in 1910.....	85. 8	90. 6

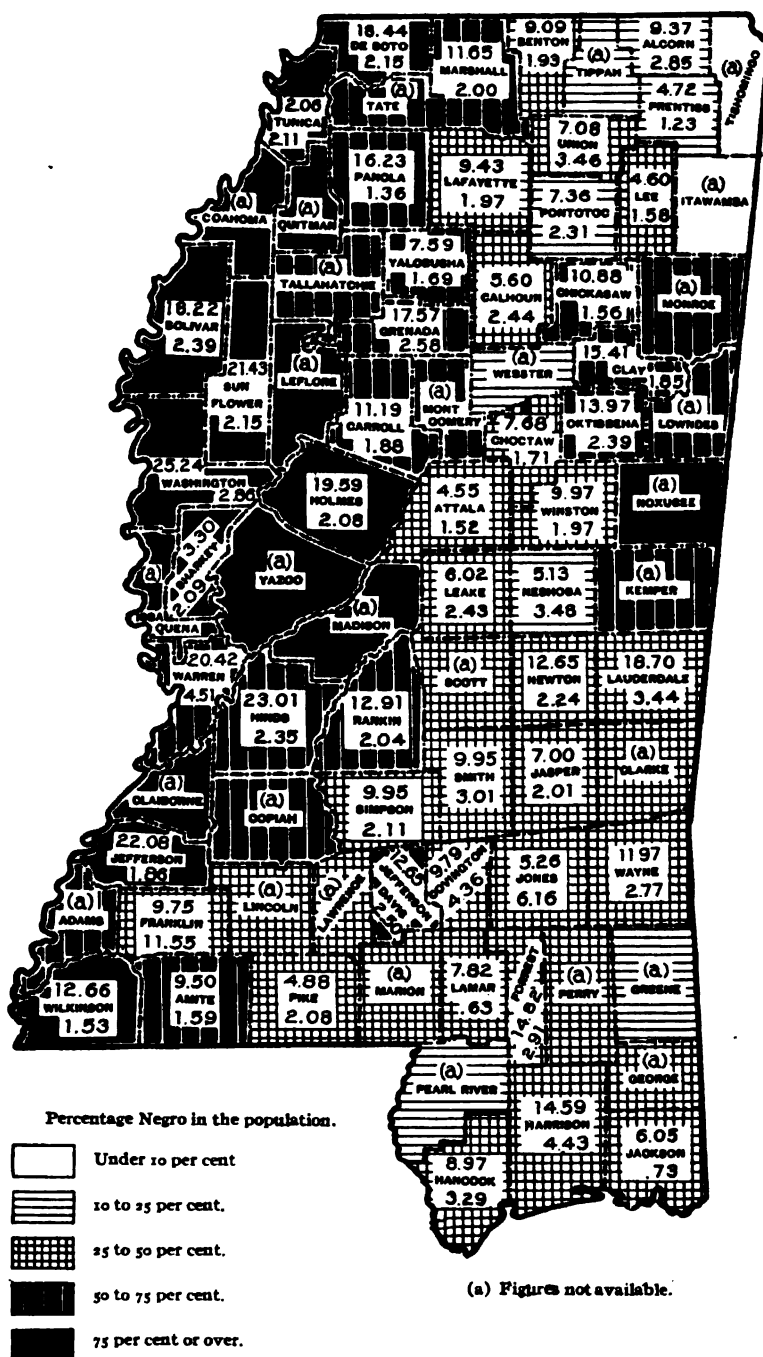
Public appropriations.—Teachers' salaries are not reported by race in the biennial report of the State superintendent. An effort is, however, made by the superintendent to give the average expenditures for salaries for each white and colored child enrolled. Owing to obvious inaccuracies in many of these averages, per capita figures based on them were computed for only 20 counties. Through correspondence both with the State office and the county superintendents, facts were obtained for 31 other counties. Map 18, therefore, includes the per capita figures for only 51 of the counties in the State.

The public-school teachers of the 51 counties reporting received \$1,625,369 in salaries in 1912-13. Of this sum \$1,284,910 was for the teachers of 121,233 white children and \$340,459 was for the teachers of 150,758 colored children. On a per capita basis this is \$10.60 for each white child of school age and \$2.26 for each colored child.² Map 18 presents these figures for each county in Mississippi, the proportion of Negroes being indicated by the shading. The inequalities are greatest in counties with the largest proportion of Negroes. The per capita sums for white children decrease and those for

¹ Teachers' salaries for other counties not available.

² These figures were computed by dividing the teachers' salaries in public schools by the number of children 6 to 14 years of age enumerated by the United States census of 1910.

NEGRO EDUCATION.



MAP 18.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN MISSISSIPPI ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

colored children increase with considerable regularity as the proportion of Negroes becomes smaller. The extent of this regularity appears in the following table, which shows the per capita expenditure for county groups, based on the percentage of Negro population:

County groups, percentage of Negroes in the population.	White school population.	Negro school population. ¹	Per capita white.	Per capita Negro.
Counties under 10 per cent	2,846	280	\$5. 67	\$3. 52
Counties 10 to 25 per cent.....	13,060	3,580	6. 54	2. 51
Counties 25 to 50 per cent.....	71,608	45,202	9. 04	2. 29
Counties 50 to 75 per cent.....	24,882	54,112	14. 25	2. 24
Counties 75 to 100 per cent.....	8,837	47,584	20. 49	2. 23

The high per capita cost for white children in the "black belt" counties is partly explained by the fact that the children are few in number and widely scattered. The smaller cost of schools for colored children is due partly to the lower wage scale of colored teachers and partly to the very limited provision for high-school education. It is apparent, however, that these explanations by no means account for the wide divergencies in the "black belt" counties. In addition to the salaries of teachers in white public schools, the State appropriated \$336,584 to maintain one normal school and three institutions of higher learning. To the salaries of colored public-school teachers the State added \$11,000 to supplement the income of the agricultural and mechanical school for colored people, largely maintained by the Federal Government.

Private financial aid.—The deficiencies in the public expenditures for the education of the colored people largely explain the active campaigns for private schools since the Civil War. As a result of this activity the private schools have a property valuation of \$1,282,902, an annual income of \$177,425, and an attendance of 7,044 pupils, of whom 6,278 are in elementary grades. In this connection it is important to note the concentration of these facilities in Hinds County, as indicated by the following figures for private schools in that county: Value of property \$487,692, annual income \$71,893. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. In Mississippi, however, the total expenditures of both public and private schools for colored people are considerably less than the expenditures for white teachers in public schools alone. A summary of the income and property of the private and higher colored schools, grouped according to ownership, is given in the following table:

Ownership of colored schools.	Number of schools.	Annual income.	Value of property.
Total private schools.....	46	\$177,425	\$1,282,902
Independent.....	4	33,618	314,220
Denominational.....	42	143,807	968,682
State and Federal.....	1	47,774	258,500

According to this table the annual income and property value of the denominational schools are much higher than those of the independent schools. The annual income of the colored schools owned by denominations whose membership is white or largely

¹ In counties reporting.

so aggregates \$110,434, as against \$33,373 for those of the colored denominations. The property owned by the former group is valued at \$743,092 and that owned by the latter at \$225,590. Some of the schools controlled by white denominations receive considerable sums of money from their colored members. The statistics of the State and Federal school, with an income of \$47,774 and property valuation of \$258,500, are in striking contrast with those of the private schools. In addition to the private aid reported in the above table, \$4,249 was appropriated for general supervision and special phases of education by the Jeanes Fund and the Rosenwald Rural School Building Fund.

While there are in all 46 private schools, only 23 play any important part in the educational activities of the State. Some of the remaining 23 are justified only on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The schools of the first group are described under their respective counties and their location shown on Map 19. The schools of the second group are summarized according to ownership and discussed at the end of this chapter. The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

Ownership of colored schools.	Number of schools.	Total attendance.	Elementary.	Secondary.
Total private schools.....	46	17,044	6,278	738
Independent.....	4	858	823	35
Denominational.....	42	16,186	5,455	703
State and Federal.....	1	484	337	147

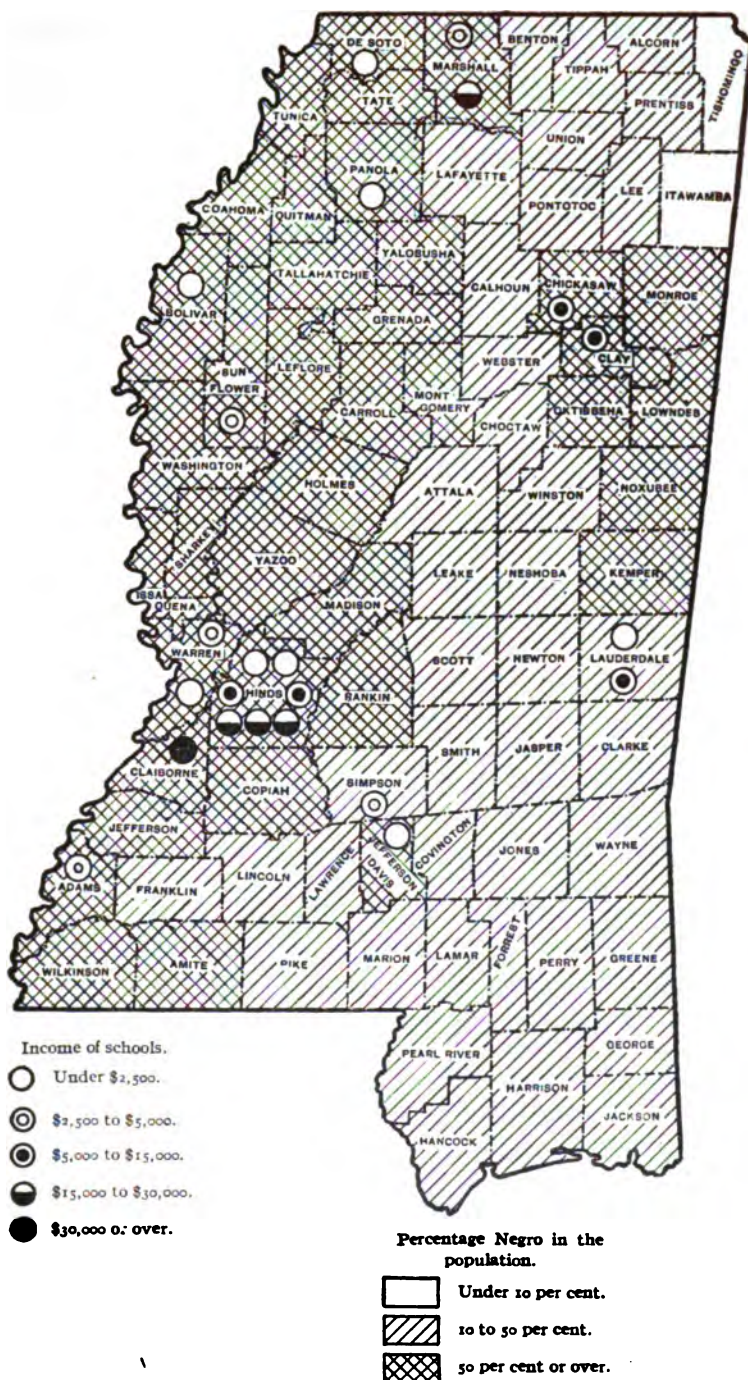
In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that less than one-tenth of their pupils are of secondary grade and only 28 are in college classes.

Attendance.—The United States census reported 238,101 colored children of elementary school age, of whom only 151,581 are attending school. A study of the figures for the public and private schools shows that while a majority of the elementary colored pupils are in the public schools, the majority of the secondary and all of the college pupils are in private schools. The majority of the white secondary and college pupils are in public schools.

Elementary.—The inadequacy of the elementary school system for colored children is indicated by the fact that the attendance in both public and private schools is less than 64 per cent of the children between the ages of 6 and 14 years. The average term of the public schools is under 6 months for both races and still less for the Negroes alone. Many of the teachers have poor preparation. The 6,278 pupils in the private schools are fairly well taught, but they form only a small part of the 151,581 children attending school and a still smaller fraction of the 238,101 children of elementary school age.

Secondary.—There is very little public provision for the secondary instruction of colored people in Mississippi. The State school at Alcorn maintains a four-year secondary course. There are no four-year public high schools and the only three-year public high school is at Yazoo City. This school shares its building with large ele-

¹ Includes 28 college pupils.



MAP 19.—PRIVATE SCHOOLS FOR NEGROES IN MISSISSIPPI.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

mentary grades. There are probably 8 or 10 other public schools enrolling a few pupils above the elementary grades.

Of the 934 secondary colored pupils in Mississippi 738 are in 19 private schools. Four-year courses are maintained in 5 of these private schools, with an enrollment of 355 pupils. The secondary work of the remaining 14 schools varies from a few subjects above the elementary grades to a full three-year course. The courses of study of most of these schools follow closely the college preparatory or classical type. Many of them still require Greek and practically all make Latin the central subject.

College.—Tougaloo University offers a college course for a few pupils. Jackson College, Southern Christian College, and Rust College also have a few pupils in college classes. None of these schools, however, have sufficient teaching force for college work. A few have ministers' training courses consisting of a mixture of elementary, secondary, and theological subjects.

Teacher training.—The most urgent need of the colored schools in Mississippi is trained teachers. The supply now depends almost entirely upon the secondary schools, most of which are private institutions. Of these only five offer a fair course in teacher training. Four others include one or two teacher-training subjects in their general courses. The pupils in the graduating classes of all of these schools number about 160, an annual output obviously inadequate to meet the need for teachers in a State with over 1,000,000 colored people and over 4,100 colored public-school teachers.

Industrial.—The State school is equipped to teach trades. The industrial work of the private schools is limited. Two of the schools have large industrial plants, but their interest has been so centered on acquiring the plant that the simpler industrial activities have been neglected; 11 other schools have satisfactory industrial work in one or two lines and 7 are making some effort in this direction.

Agricultural.—The facilities for agricultural instruction at the State school and at Tougaloo University are good. Five other schools have farms on which their students work as laborers, the educational value of this labor varying with the school. Most of the schools have been so intent on cultivating a large farm that they have overlooked the value of a well-planned course in gardening. Six of the private schools of the State have such a course.

Supervision.—In 1916 the State Department of Education with the cooperation of the General Education Board employed a supervisor of colored schools to travel throughout the State, encouraging school improvement and urging the addition of industrial work to the curriculum. Fourteen counties in the State have Jeanes Fund supervising industrial teachers who travel among the rural schools encouraging industrial work and extending the influence of the school into the community. The Jeanes Fund appropriated \$3,949 to this work, the counties gave \$1,012, and the supervisors raised \$2,714 by appeals to the people.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary school system. The only agencies able to supply this need are the States, the counties, and the local public-school districts.

2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more summer schools and teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards.

3. More provision for instruction in gardening, household arts, and simple industries. In developing this work, counties should realize the possibilities of the Jeanes Fund industrial supervisors.

4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 80 per cent rural.

5. The maintenance of industrial high schools in cities.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools of Mississippi are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

ADAMS COUNTY.

	White.	Negro.
Population, 1910.....	6,353	18,908
Children 6 to 14 years of age, 1910.....	1,209	4,144
Teachers' salaries in public schools, 1912-13.....	(¹)	(¹)
Teachers' salaries per child 6 to 14 in county.....	(¹)	(¹)
Percentage illiterate, 1910.....	1.9	40.3

The rural population is 53.3 per cent of the total. The number of teachers is 41 in white schools and 48 in colored schools. The average attendance is 932 white pupils and 2,242 colored pupils.

These statistics indicate the need for increased school facilities. The work of the elementary schools should be extended and strengthened. Natchez College should be developed as a school where pupils from the surrounding rural districts may board and supplement the limited training of the rural schools. The Ward Academy is of slight educational value to the community; its work is described in the summary of small schools of miscellaneous denominations, at the end of the chapter.

NATCHEZ.

NATCHEZ COLLEGE.

Principal: S. H. C. Owens.

A school of elementary and secondary grade with fairly good management. Excessive time is given to instruction in foreign languages and the provision for industrial training is inadequate.

The school was founded in 1885 by the Mississippi Baptist State Convention and it is owned and controlled by that body.

Attendance.—Total, 174; elementary 133, secondary 41; boarders 76. Of the secondary pupils 14 were male and 27 female.

Teachers.—Total, 5; all colored; male 2, female 3; academic 4, others 1.

¹ Salaries not reported by race.

Organization.—Elementary: The elementary work is done in the "preparatory normal" and the first year of the "academic" department. Only one regular teacher reports elementary grades.

Secondary: The course includes Latin, Greek, geometry, civil government, and natural science. The catalogue claims normal and academic courses. The teaching force is inadequate and the pupils are not prepared for the subjects offered.

Financial, 1912-13.—No financial records are kept at the school except the list of the receipts from board and tuition. The nonresident treasurer is minister in another town of the State. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$4, 044
Expenditures, less noneducational receipts.....	4, 044
Indebtedness.....	11, 745
Value of plant.....	36, 200

Sources of income: Baptist State convention, \$ 3,500; tuition and fees, \$544. The noneducational receipts were from the boarding department and amounted to approximately \$2,000.

Items of expenditure: Supplies for boarding and other departments, \$2,544; salaries, \$2,200; other expenses, \$1,299.

Indebtedness: The entire school plant is mortgaged for \$11,000. In addition \$545 was due teachers for back salaries and there was an indebtedness of \$200 in running accounts.

Plant.—Land: Estimated value, \$10,000. The school owns about 16 acres of land on the edge of town. No part of the land is used for teaching agriculture.

Buildings: Estimated value, \$25,000. There are three 2-story buildings. One of these, used for girls' dormitory, is of brick; the others, used for classrooms and boys' dormitory, are frame structures. The buildings were clean and in fairly good repair.

Movable equipment: Estimated value, \$1,200. The equipment consists of the furniture for classrooms, dormitories, and office.

Recommendations.—1. That the teaching force be increased.

2. That the educational work be reorganized, the pupils more carefully graded, and provision made for teacher training, gardening, and simple industrial work.¹

Date of visit: February, 1914. Facts verified, 1915.

BOLIVAR COUNTY.

	White.	Negro.
Population, 1910.....	6,098	42,763
Children 6 to 14 years of age, 1910.....	1,184	8,819
Teachers' salaries in public schools, 1912-13.....	\$21,573	\$21,105
Teachers' salaries per child 6 to 14 in county.....	\$18.22	\$2.39
Percentage illiterate, 1910.....	2.5	36

The entire population is rural. The number of teachers is 45 in white schools and 148 in colored schools. The average attendance is 798 white pupils and 4,979 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Shelby Normal Institute and the Rosedale Normal School are both Baptist schools receiving support

¹ See recommendations in summary chapter, p. 22.

from the county. They are the only schools in their communities, and the county should be urged to take them over. The Baptist school at Mound Bayou is of slight educational value to the community. In addition to the public school two private schools are maintained in Mound Bayou. One of these is supported by the colored Baptists and the other by the American Missionary Association. All of the people in the town are colored. Effort should be made to have the public school care for the elementary grades so that the Mound Bayou Normal and Industrial Institute may develop as a central training institution where pupils may board and supplement the limited schooling received in the rural schools.

MOUND BAYOU.

MOUND BAYOU NORMAL AND INDUSTRIAL INSTITUTE.

Principal: B. F. Ousley.

An elementary day school with a few high-school pupils. The school was founded in 1892 by the American Missionary Association, and is owned and supported by that board.

Attendance.—Total, 226; elementary 220, secondary 6. The reported enrollment for the year was 245. Of the elementary pupils 143 were in the first three grades.

Teachers.—Total, 6; all colored; male 2, female 4. The teachers are doing good work under adverse conditions.

Organization.—The regular elementary subjects are taught, with a small amount of time devoted to sewing. The rooms, especially in the first four grades, were crowded. There were 80 in one room on the day of visit.

Financial, 1913-14.—The accounts are kept in accordance with a simple system recently installed by the American Missionary Association. The more important items for the year were:

Income.....	\$1,720
Expenditures.....	1,720
Value of plant.....	4,300

Sources of income: Tuition and fees, \$1,036; American Missionary Association, \$515; other sources, \$169.

Items of expenditure: Salaries, \$1,501; other expenses, \$219.

Plant.—Land: Estimated value, \$1,000. The land comprises 25 acres. None of the land is used for teaching agriculture.

Buildings: Estimated value, \$3,000. There are two frame buildings. They are fairly well kept but in need of repair.

Movable equipment: Estimated value, \$300. The equipment consists of simple classroom furniture.

Recommendations.—1. That the board endeavor to have the public authorities provide for all the pupils in the lower elementary grades so that this school may become a county training school.

2. That provision be made for teacher-training, theory and practice of gardening, and manual training.¹

3. That the plant be improved and enlarged.

Date of visit: March, 1914, March, 1915.

¹ See recommendations in summary chapter, p. 22.

NEGRO EDUCATION.

CHICKASAW COUNTY.

	White.	Negro.
Population, 1910.....	10, 130	12, 714
Children 6 to 14 years of age, 1910.....	2, 200	3, 111
Teachers' salaries in public schools, 1912-13.....	\$23, 941	\$4, 853
Teachers' salaries per child 6 to 14 in county.....	\$10. 88	\$1. 56
Percentage illiterate, 1910.....	3. 0	27. 5

The rural population is 88.7 per cent of the total. The number of teachers is 89 in white schools and 48 in colored schools. The average attendance is 1,865 white pupils and 2,282 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. In view of the need for training to supplement the work of the rural schools the town of Okolona should provide for the elementary pupils so that the Okolona Industrial School may center its energy on industrial and agricultural work for boarding pupils.

OKOLONA.

OKOLONA INDUSTRIAL SCHOOL.

Principal: Wallace A. Battle.

An industrial and agricultural school of elementary grade with a few pupils in secondary subjects. The school is controlled by an independent board of trustees who are capable northern and southern men of both races, and whose activities indicate a real interest in the school. It is worthy of aid, but in need of improvement in organization and administration.

Attendance.—Total, 230; elementary 182, secondary 19, special 29; boarders, 82. Most of the elementary pupils are from the town of Okolona.

Teachers and workers.—Total, 16; all colored; male 7, female 9; academic 8, industrial 7, agriculture 1. There were also 7 student teachers. A majority of the teachers are graduates of this school or institutions of similar rank.

Organization.—Elementary: The elementary work covers the kindergarten and the regular eight grades. To these grades only four regular teachers are assigned, with such assistance as the industrial teachers can give.

Secondary: The subjects offered in the secondary course are wisely selected to prepare the pupils to teach in rural schools. Two teachers give all their time to secondary work, while the principal and industrial teachers give part time.

Industrial: All boarding pupils are required to work one school day and Saturday at some trade or industry. Two periods a week, beginning with the fifth grade, are given to cooking and one period a week, beginning with the seventh grade to sewing. Eight teachers, including one teacher for agriculture and two for cooking and sewing, are assigned to industrial subjects. The teacher of agriculture reports 20 pupils in his department. The trade teachers report five pupils in engineering, four in printing, eight in shoemaking, and two in blacksmithing. The scant attendance in these four trades and in carpentry indicates the need for simplifying the trade instruction.

Financial, 1914-15.—The accounting system was inadequate but effort was being made to install a new system. As far as could be determined, the more important items were:

Income, excluding noneducational receipts.....	\$8,610
Expenditures, less noneducational receipts.....	8,610
Indebtedness.....	22,463
Value of plant.....	133,740

Sources of income: General donations, \$8,110; tuition and fees, \$500. The noneducational receipts were from the boarding department, farm, and shop, and amounted to \$8,542.

Items of expenditure: Salaries and supplies, \$9,042; payment on debt, \$3,319; steam heating system, \$1,500; interest and insurance, \$1,403; repairs and additions, \$1,310; shop equipment, \$278; other purposes, \$300.

Indebtedness: Of the indebtedness \$14,500 was in bonds issued by the school, \$6,485 in promissory notes, and \$1,478 in miscellaneous accounts.

Plant.—Land: Estimated value, \$49,500. The land comprises 380 acres, of which 60 acres are in city lots. Most of the remainder of the land is under cultivation.

Buildings: Estimated value, \$76,540. The buildings include a large four-story structure, used for administration, classrooms, and girls' dormitory, two large frame buildings, two neat cottages, and several small structures. The buildings are heated by steam and lighted by the school electrical plant. Most of them are in good repair.

Movable equipment: Estimated value, \$7,700. Of this \$3,500 was in farm implements and live stock, \$2,000 in laundry, printing office, and shop equipment, \$1,200 in furniture and classroom equipment, and \$1,000 in library books.

Recommendations.—1. That the trustees, in cooperation with the principal, simplify the organization, especially the industrial activities.¹

2. That the boarding department be enlarged so that the advantages of the school may be available to as many communities as possible. This will probably necessitate an appeal for aid to Okolona City for the large elementary department of local pupils.

3. That so far as possible the teachers employed shall be from schools of higher grade than Okolona.

4. That expenditures for enlargement of plant or equipment be deferred until all debts are paid.

5. That a committee of trustees study carefully the business management to effect all necessary economy.

6. That a good accounting system be installed and the books audited annually by an accredited accountant.

Dates of visits: February, 1914; March, 1915; February, 1916.

CLAIBORNE COUNTY.

	White.	Negro.
Population, 1910.....	3,786	13,608
Children 6 to 14 years of age, 1910.....	806	3,238
Percentage illiterate, 1910.....	2.6	35.8

¹ See recommendations in summary chapter, p. 22.

The entire population is rural. The number of teachers is 44 in white schools and 49 in colored schools. The average attendance is 738 white pupils and 2,513 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising industrial teacher travels among the rural schools aiding the teachers to do industrial work and to extend the influence of their school into the community.

ALCORN.

ALCORN AGRICULTURAL AND MECHANICAL COLLEGE.

President: L. J. Rowan.¹

A school of secondary grade with over two-thirds of its pupils enrolled in the elementary department. The large industrial and agricultural equipment is not adequately used.

The school site, formerly owned by "Oakland College," an institution maintained by southern Presbyterians for white students, was purchased by the State in 1871. In 1878 the institution received its charter and present name. As the Mississippi Agricultural and Mechanical School it is owned by the State and supported largely by the Federal funds for agricultural and mechanical education. Control is vested in a board of nine trustees, consisting of the governor and other white men appointed by him.

Attendance.—Total, 484; elementary 337, secondary 147. Of the 199 pupils above the seventh grade, 136 were male and 63 female; 179 were boarders. All but 10 were from Mississippi. The reported enrollment for the year was 577.

Teachers and workers.—Total, 24; all colored; male 20, female 4; academic 11, agriculture 5, industrial 6, matron and nurse. The majority of the industrial teachers have one or two classes in addition to their regular work. The number of the teachers trained at Alcorn is entirely too large.² Of 18 teachers reporting previous training, 5 have never attended any other school, while 7 received the larger part of their training at Alcorn and have supplemented it only by attending summer schools.

Organization.—Classroom work is done in the forenoon and industrial work from 2 to 5 in the afternoon.

Elementary: The elementary work is done in the three upper elementary grades and in the first grade of the so-called preparatory department.

Secondary: The second year of the preparatory department and the four years of the so-called college constitute a fairly good high-school course. The subjects are: Latin, 1 year; English, 2½; mathematics, 2½; elementary science, 5; physical geography, ½; history and civics, 2½; sociology and economics, 1¼; psychology, 1; education, ¼; ethics, ½; bookkeeping, ½. An additional year of Latin is elected by 15 pupils. The variety of courses attempted in these subjects limits the time allowed to each and affects especially psychology and other teacher-training subjects. Practice teaching is omitted from the regular program of the secondary students.

¹ Elected since date of visit.

² President Rowan states that this policy has now been changed.

Industrial: Four men teach trades to boys. The shops are fairly well equipped. The attendance of pupils above the seventh grade in the trades was: Carpentry, 41; blacksmithing, 33; shoemaking, 19; painting, 15. Interest in industrial work is maintained by allowing a compensation to all students who have completed their first year in the shop. Two teachers handle the courses in sewing and cooking. Nurse training is reported by five girls. The equipment for the training of girls is not adequate.

Agriculture: The teaching force, land, and equipment are ample. Good crops are raised, despite the somewhat lax organization. Classroom agriculture and some practice gardening are required of all preparatory classes. In the upper classes theoretical courses are given to the students selecting agriculture as a trade. Twenty-three pupils are reported in this group. Many of the boys help to pay their expenses through farm labor.

Discipline: The boys' rooms are not well supervised. There is lack of the thoroughness that could be developed through a military system.

Financial, 1912-13.—The books are carefully kept, but the system does not facilitate a clear analysis of all the financial operations. The nonresident treasurer handles the cash funds appropriated by the Federal Government and the State, and also receives a monthly report of the local transactions. The more important items for the year were as follows:

Income, excluding noneducational receipts.....	\$47,774
Expenditures, less noneducational receipts.....	45,779
Value of plant.....	258,500

Sources of income: Federal Government, \$36,774; State appropriations for current purposes, \$11,000. The noneducational receipts amounted to \$20,845, as follows: Boarding department, \$17,727; farm, \$2,712; industrial department, \$405.

Items of expenditure: Salaries, \$21,748; material and supplies for boarding department, \$12,771; student labor, \$12,303; repairs and additions to buildings, \$5,750; light and heat, \$4,997; equipment, \$3,640; farm supplies, \$2,250; shop supplies, \$1,485; outside labor, \$1,380; printing and miscellaneous expenses, \$300.

The large expenditure for student labor is accounted for partly by the fact that most of the students on the farm and in the shops receive from 2 to 8 cents per hour for their time.

Plant.—Land: Estimated value, \$9,000. The school land comprises 900 acres, of which 250 acres are cultivated. A few acres are used for school campus and the remainder is in woodland. The school site is located 9 miles from Lorman, the nearest railroad station. The school grounds are well kept.

Buildings: Estimated value, \$220,000. The main building is of brick and contains recitation rooms, chapel, library, and offices. There are six dormitories for boys and one for girls, each valued at about \$15,000. The students' infirmary and clinical laboratory are worth about \$800 each. The brick industrial building, which contains all the school shops, is worth about \$10,000; the dining hall is a frame structure, worth about \$8,000; the barns are valued at \$1,800. In addition there are the president's home and 17 teachers' cottages of varying sizes and values. All the buildings are in good repair and fairly well kept.

Movable equipment: Estimated value, \$29,500, as follows: Scientific apparatus, machinery and furniture, \$16,000; live stock, \$10,000; books in library, \$3,500.

Recommendations.—1. That the president be given more authority in the employment and management of teachers.

2. That provision be made for teacher training.

3. That the teaching force be selected from institutions with larger facilities for education.

4. That the industrial and agricultural departments be more effectively organized.

5. That an accounting system suited to the needs of the school be installed and the books audited annually by an accredited accountant.

6. That there be closer cooperation between the president and the treasurer and all the books be kept at the school under the supervision of the treasurer.

7. That theory and practice of gardening be made a part of the regular course.¹

Dates of visits: February, 1914; March, 1915.

CLAY COUNTY

	White.	Negro.
Population, 1910.....	6,096	14,105
Children 6 to 14 years of age, 1910.....	1,257	3,393
Teachers' salaries in public schools, 1912-13.....	\$19,377	\$6,265
Teachers' salaries per child 6 to 14 in county.....	\$15.41	\$1.85
Percentage illiterate, 1910.....	1.2	31.9

The rural population is 75.9 per cent of the total. The number of teachers is 64 in white schools and 56 in colored schools. The average attendance is 1,103 white pupils and 2,573 colored pupils.

These statistics indicate a need for increased public-school facilities. The work of the elementary schools should be extended and strengthened. In the city of West Point a fairly good colored school is maintained. With some increase in accommodation it could care for all the elementary work. The Ministerial Institute and College is, therefore, of slight educational value to the community. This school is described in the summary of local Baptist schools for the State. The Mary Holmes Seminary enrolls boarding pupils only, and therefore does not enter into the local situation to a marked degree.

WEST POINT

MARY HOLMES SEMINARY

President: E. F. Johnston.²

A well-managed girls' school of secondary grade, with a large elementary enrollment, good home training, and industrial work.

The school was founded at Jackson, Miss., in 1895 by the Presbyterian Board of Missions, and it is owned and controlled by that board. The buildings were burned in 1897 and the school was then transferred to its present site.

Attendance.—Total, 199; elementary 150, secondary 49. The reported enrollment for the year was 241. All the pupils are required to board at the school.

Teachers and workers.—Total, 14; all white; male 1, female 13; academic 7, industrial 2, music 2, other workers 3. The teachers are well trained and earnest.

¹ See recommendations in summary chapter, p. 22.

² White.

Organization.—Elementary: The elementary work is done in grades 4 to 8.

Secondary: The three-year secondary course includes: Latin, 3 years; mathematics, 3; history, 1; Bible, 2; English, 2; elementary science, 1; ethics, 1; psychology, 1. The senior pupils do some practice teaching.

Industrial: Good work in plain sewing and dressmaking is done. The course in cooking comprises the theory of the subject and practical work in connection with the boarding department.

Financial, 1913-14.—The financial management is good but the accounts do not show clearly the cost of the boarding department. The more important items were:

Income, excluding noneducational receipts.....	\$6,517
Expenditures, less noneducational receipts.....	6,517
Value of property.....	71,000

Sources of income: Presbyterian board, \$4,280; scholarship endowment, \$2,237. The noneducational receipts were from the boarding department and amounted to \$10,301.

Items of expenditure: Supplies for boarding department, \$7,575; salaries, \$4,280; student labor, \$2,237; other expenses, \$2,726.

School property: The property consists of \$51,000 in the plant and \$20,000 in endowment.

Plant.—Land: Estimated value, \$3,000. The land consists of 25 acres on the outskirts of town. Most of the land is used for school campus.

Buildings: Estimated value, \$45,000. The main building is a large 3-story brick structure containing 112 rooms. The domestic science cottage is a small frame structure. There is an excellent electric lighting plant. The buildings and grounds are neat and well kept.

Movable equipment: Estimated value, \$3,000. The equipment consists of furniture for dormitories, classrooms, and the domestic science cottage.

Recommendations.—1. That the curriculum be reorganized to include teacher training, elementary science, and theory and practice of gardening.¹

2. That the institution enlarge its contact with the schools of the State.

Dates of visit: January, 1914; February, 1914. Facts verified, 1916.

COPIAH COUNTY.

	White.	Negro.
Population, 1910.....	15,927	19,981
Children 6 to 14 years of age, 1910.....	3,565	5,207
Teachers' salaries in public schools.....	—	—
Teachers' salaries per child, 6 to 14, in county.....	—	—
Percentage illiterate, 1910.....	3.7	37.9

The entire population is rural. The number of teachers is 103 in white schools and 74 in colored schools. The average attendance is 3,172 white pupils and 5,207 colored pupils.

The Utica Normal and Industrial School is the only private school in the county and exerts much influence upon the community through its extension work.

¹ See recommendations in summary chapter, p. 22.

UTICA INSTITUTE.

UTICA NORMAL AND INDUSTRIAL INSTITUTE.

Principal: W. H. Holtzclaw.

An elementary school with a few pupils in secondary subjects. It is located in a rural community and has done much good work in the county. The agricultural and industrial departments are undergoing needed reorganization.

The institution was founded in 1903 by the principal, a graduate of Tuskegee Institute. It is owned and controlled by a board of influential northern and southern men.

Attendance.—Total, 317; male 114, female 203; boarders 241.

Teachers and workers.—Total, 27; all colored; male 10, female 17; academic 12, boys' industries 4, girls' industries 1, agriculture 1, matrons 3, office and other workers 6.

Organization.—Elementary: The elementary work is done in the first eight years, which are divided into "primary," "preparatory," and "junior" classes. A night school is provided for the pupils of the lower grades who work for the school during the day.

Secondary: The three-year "normal" course offers secondary work. The course includes: Mathematics, 3 years; English, 2; agriculture, 1; history and civics, 2; elementary science, 3; bookkeeping, 1; economics, 1; and education, 2.

Industrial: Each pupil spends a day and a half a week in industrial course. Carpentry, blacksmithing, tailoring, shoemaking, and printing are provided for boys; sewing, millinery, housekeeping, cooking, mattress making, and printing for girls. A simple course in the care of the sick is taken by a few girls. The industrial instruction is now being centralized on the more important trades.

Agriculture: Considerable provision is made for instruction in agriculture, but sufficient emphasis has not been given to the educational side. Influence is exerted on the agriculture of the community through extension work.

Financial, 1912-13.—The books are carefully kept and a printed report of receipts and disbursements is submitted by the principal and treasurer to the board of trustees at the end of each year. The more important items for the year were:

Income, excluding noneducational receipts.....	\$19,499
Expenditures, less noneducational receipts.....	19,375
Indebtedness.....	6,019
Value of property.....	160,180

Sources of income: General donations, \$16,893; tuition and fees, \$510; colored people of Mississippi, \$365; endowment, \$319; Slater Fund, \$300; county funds, \$100; other sources, \$1,012. The noneducational receipts amounted to \$12,096. Of this \$7,096 was from the boarding department and \$5,000 was a legacy to be applied to the endowment.

Items of expenditure: Repairs and additions to buildings, \$9,101; supplies for boarding department, \$6,896; teachers' salaries, \$6,330; clerks' salaries, \$1,500; outside labor, \$1,345; equipment, \$1,105; extension and charity work, \$916; advertising, \$747; student labor, \$475; freight and express, \$466; traveling expenses, \$417; electric light plant, \$370; interest, \$269; water works, \$237; insurance, \$137; other expenses, \$1,160.

Indebtedness: Of the indebtedness \$3,051 was salaries due teachers, \$1,877 bills payable on interest, and \$1,091 accounts payable for equipment and supplies.

School property: Of the school property \$154,030 was in plant and \$6,150 in endowment. The endowment is in United States Steel bonds.

Plant.—Land: Estimated value, \$48,800. The land used by the school comprises about 210 acres, of which about 10 acres are in the campus and 200 in the school farm. In addition the school owns 1,390 acres of land which was given as an endowment. The appearance of the campus has been greatly improved since the first date of visit by concrete walks, shade trees, and the removal of the old buildings.

Buildings: Estimated value, \$77,230. All the buildings except one were frame structures. A new building of concrete construction, three stories high, was nearing completion in March, 1916. Of the frame buildings three are used for dormitories, and one each for trades, offices, hospitals, and agriculture. There are also two barns and a number of small cottages and houses.

Movable equipment: Estimated value, \$28,000. Of this \$5,000 was in furniture, \$7,000 in shop equipment, \$2,500 in farm equipment and live stock, and \$13,500 in electric plant, sawmill, and other movable equipment.

Recommendations.—1. That a committee of the trustees in cooperation with the principal simplify the educational organization, study carefully the building operations purchase of equipment, and business management to effect greater economy.

2. That the industrial teachers be selected from schools of higher grade than this institution.

3. That the enlargement of the plant be not allowed to interfere with simple educational activities whether in books or industries.

4. That a small amount of land be used for instruction in agriculture and the remainder sold or leased.

Dates of visits: February, 1914; March, 1916.

DE SOTO COUNTY.

	White.	Negro.
Population, 1910.....	5,555	17,572
Children 6 to 14 years of age, 1910.....	1,189	4,320
Teachers' salaries in public schools, 1912-13.....	\$21,930	\$9,300
Teachers' salaries, per child, 6 to 14, in county.....	\$18.44	\$2.15
Percentage illiterate, 1910.....	3.4	36.7

The entire population is rural. The number of teachers is 54 in white schools and 55 in colored schools. The average attendance is 1,048 white pupils and 2,816 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. With more liberal support the Baptist Industrial High School can be developed as a central institution where pupils may board and supplement the limited training provided in the rural schools. There is special need for such a school in this section of the State.

HERNANDO.

BAPTIST INDUSTRIAL HIGH SCHOOL.

Principal: Charles E. Physic.

A small elementary school founded in 1900 and owned by the Baptist Educational Convention of North Mississippi. There were 70 pupils in attendance, 45 of whom were boarders. Ten grades are claimed, but only two pupils were reported above the seventh grade. Four colored teachers are employed.

Financial, 1913-14.—The income amounted to about \$900, all of which was from board, tuition, and fees. Of this, \$500 was expended for salaries and the balance for supplies.

Plant.—Estimated value, \$9,000. The plant consists of 8 acres of land, two small two-story brick buildings, and limited equipment for classrooms and dormitories. None of the land is used for teaching agriculture or gardening. The buildings are in good repair and fairly well kept. There is no industrial equipment.

Recommendations.—1. That the work of the school be centered on the higher grades and efforts be made to increase the attendance.

2. That simple manual training and gardening be a required part of the course.¹

Date of visit: March, 1914.

HINDS COUNTY.

	White.	Negro.
Population, 1910.....	18,313	45,407
Children 6 to 14 years of age, 1910.....	3,370	10,816
Teachers' salaries in public schools, 1912-13.....	\$77,548	\$25,481
Teachers' salaries per child 6 to 14 in county, 1910.....	\$23.01	\$2.35
Percentage illiterate, 1910.....	2.5	31.7

The rural population is 66.6 per-cent of the total. The number of teachers is 169 in white schools and 141 in colored schools. The average attendance is 2,931 white pupils and 7,357 colored pupils.

These statistics indicate a need for increased school facilities. The work of the elementary schools should be extended and strengthened. The geographical importance of the city of Jackson and Hinds County has attracted a large number of private schools. Over 50 per cent of the money expended on private schools in Mississippi goes to support those in Hinds County. Three of the nine institutions are of State-wide importance, but there is considerable duplication in their work. Although three attempt to do college work, only Tougaloo is adequately equipped to teach college subjects. The three own land and are attempting agricultural work on a more or less extended scale. The total acreage owned by them aggregates 3,221. Jackson College wisely limits its agricultural work to gardening. The Southern Christian College would do well to confine its farm operations to a smaller acreage, on which the elementary and secondary pupils of the school could receive laboratory instruction in agriculture. The surplus land should be cultivated on a commercial basis or sold. Tougaloo is equipped to do agricultural work for higher pupils.

¹ See recommendations in summary chapter, p. 22.

CLINTON.

MOUNT HERMON SEMINARY.

Principal: Miss R. I. Simison.¹

A small, well-managed elementary school with a few boarding pupils. It was founded in 1875 by Miss S. A. Dickey. After her death in 1905 the school was affiliated with Tougaloo University, and it is now owned and supported by the American Missionary Association of the Congregational Church.

Attendance.—Total, 78; all girls, except a few day pupils in the primary grades. The reported enrollment for the year was 83. The course includes eight elementary grades, with instruction in sewing and cooking.

Teachers.—Total, 4; white 3, colored 1; all female. All the teachers have had training in good schools.

Financial, 1913-14.—The accounts are kept in accordance with a simple and effective system installed recently by the American Missionary Association. The more important items were:

Income, excluding noneducational receipts.....	\$1, 527
Expenditures, less noneducational receipts.....	1, 527
Value of plant.....	14, 200

Sources of income: American Missionary Association, \$677; tuition and fees, \$570; donations, \$34; other sources, \$246. The noneducational receipts amounted to \$1,071, of which \$844 was from the boarding department and \$227 from farm and other sales.

Items of expenditure: Salaries, \$752; supplies for boarding department, \$576; student aid and labor, \$456; general supplies, \$184; equipment, \$151; repairs, \$80; heat, light, and water, \$22; other expenses, \$377.

Plant.—Land: Estimated value, \$2,000. The school site comprises 156 acres of land ideally located. The campus is well kept.

Buildings: Estimated value, \$11,200. There are three buildings. The main building is a three-story frame structure used for dormitory and school purposes; an old mansion, of colonial design, substantially built of brick, is used for teachers' home and offices. The other building is a two-story frame structure.

Movable equipment: Estimated value, \$1,000. The equipment consists of furniture and apparatus for girls' industrial courses.

Recommendation.—That the work be encouraged and effort be made to have the public authorities provide for lower elementary grades, so that this school may be devoted to teacher training for rural schools.

Date of visit: February, 1914. Facts verified, 1916.

EDWARDS.

SOUTHERN CHRISTIAN INSTITUTE.

President: J. B. Lehman.¹

An economically managed school of elementary and secondary grades, with teachers who are devoted to their work. A large part of the extensive acreage of land owned

¹ White.

by the school is successfully cultivated. There is, however, little systematic instruction in agriculture. Simple industrial training is given in connection with the repair of buildings and maintenance of the institution.

The school was chartered in 1875 and opened in 1881 by a private corporation. In 1890 it was taken over by the American Christian Missionary Society. In 1900 the school was transferred to the Christian Woman's Board of Missions, and it is now supported and supervised by that board.

Attendance.—Total, 196; elementary 173, secondary 23, of whom 6 were claimed in college classes; boarders, 123.

Teachers and workers.—Total, 18; white 15, colored 3; male 7, female 11.

Organization.—Elementary: The elementary work covers the regular eight elementary grades.

Secondary: Secondary work is done in the four years of the "academic" course and in the two years of "college." The "academic" subjects are English, 4 years; mathematics, 4; history, 2; Bible, $3\frac{1}{2}$; music, $3\frac{1}{2}$; and pedagogy, 1. The "college" classes continue the same subjects and add elementary science. A night school is maintained for pupils who are engaged in manual labor through the day.

Industrial: Manual training in wood and iron is provided under the direction of one capable mechanic. This work is done in connection with the repair of the plant and the erection of new buildings. Practically all the mechanical work of the institution, including the care of the electric plant, is done in this way. The sawmill furnishes profitable labor for the pupils.

The training of girls in household activities receives considerable attention, the school dining room and dormitory being utilized for instruction in this subject.

Agriculture: The cultivation of the garden and farm furnishes practice to the pupils. The girls assist in gardening and the boys work on the farm. There is very little classroom instruction in agriculture.

Financial, 1912-13.—The financial records are carefully kept, and an annual report is made by the president to the board of trustees. According to the report for the year the more important items were:

Income, excluding noneducational receipts.....	\$21,006
Expenditures, less noneducational receipts.....	18,185
Value of plant.....	160,492

Sources of income: Christian Woman's Board of Missions, \$17,261; cash balance from previous year, \$2,614; tuition and fees, \$602; rents, \$529. The noneducational receipts amounted to \$9,307, of which \$4,554 was from the boarding department, \$2,594 from the farm, \$765 from the cannery, \$499 from sale of live stock, \$448 from the printing office, and \$447 from the industrial departments.

Items of expenditure: Repairs and additions to buildings and equipment, \$5,737; salaries, \$5,725; student labor, \$4,970; supplies for boarding department, \$3,906; grain and feed, \$2,328; lighting, \$1,164; farm supplies, \$570; supplies for industrial department, \$463; advances to students, \$388; printing office, \$369; interest, \$240; postage, \$86; insurance, \$58; other expenses, \$1,488.

Plant.—Land: Estimated value, \$47,215. The school owns 1,281 acres of land located about a mile and a half from the town of Edwards in one of the great cotton

sections. Of this, 500 acres are under cultivation. The campus comprises about 20 acres on an elevated part of the land in a magnificent grove of oaks.

Buildings: Estimated value, \$92,500. The main school building is a two-story frame structure containing eight recitation rooms and chapel. Allison Hall, used for dining hall and kitchen, is of concrete-block construction, and will seat 300 students. The girls' dormitory, also built of cement blocks, is three stories high, with basement, and has accommodation for about 150. The boys' dormitory is a two-story frame building. The president's home is a spacious old plantation mansion built of select cypress timber in 1852. The smaller buildings include two neat cottages for teachers, the printing office, the grain house, the laundry, the power house, and the blacksmith shop. There are also buildings for the large sawmill and planing mill and two large barns.

Movable equipment: Estimated value, \$20,777. Of this, \$8,384 was in shop equipment and machinery, \$7,126 in furniture and library books, and \$5,267 in farm implements and live stock.

Recommendations.—1. That the industrial and agricultural work be organized on an educational basis and correlated with the academic work.

2. That the effort to teach college subjects be discontinued and energy centered on teacher training, including elementary science, hygiene, and history.

Dates of visits: February, 1914; March, 1915.

JACKSON.

Notwithstanding that in the city of Jackson there are three public schools for colored children of elementary school age, the five private schools in the city all do elementary work. The Holy Ghost Catholic School provides good elementary school facilities. Jackson College should abandon its elementary grades and center its efforts on secondary and teacher-training courses. Although Campbell College is intended for a higher school, lax management and low standards render its work little more than a duplication of that done by the other elementary schools. The type of work it attempts is more urgently needed in other parts of the State. The Christ's Missionary and Industrial College, maintained by the Sanctified Church of Christ, and the Christ's Temple Parochial School maintained in a Christian Church, are of little educational value. These schools are described in the summary of small schools of miscellaneous denominations.

CAMPBELL COLLEGE.

President: A. Henry Attaway.¹

A large school of elementary and secondary grade giving some instruction in commercial and theological subjects. A law department is claimed but no students were enrolled in it on the dates the school was visited.

The school was founded in 1890 by the Mississippi Conference of the African Methodist Episcopal Church, and was first located at Vicksburg. It was moved to Jackson in 1898 and is now located directly across the street from a similar institution. The property and control are vested in a board of 25 colored trustees elected by the conference. This board appoints an honorary board consisting of 12 prominent white men of the State.

¹ Elected since date of visit.

Attendance.—Total, 250; elementary 170, secondary 70, commercial 5, theological 5. Of the 80 pupils above the elementary grades 37 were male and 43 female; 53 were from Mississippi outside of Jackson and 14 from other States. There were about 70 boarders. The reported enrollment for the year was 340.

Teachers and workers.—Total, 14; all colored; male 7, female 7; teachers 11, president, matron, and superintendent of grounds. In addition there are a few student assistants and some local lawyers claimed as part time instructors in the law department.

Organization.—Elementary: The elementary grades are taught two in a room, four teachers being assigned to the eight grades. The work does not appear to be thorough.

Secondary: The secondary work is divided into "normal" and "academy." The courses differ only in the omission of Greek in the "normal." The subjects are: Latin, 3 years; Greek, 1; German, 1; English, 4; mathematics, 4; elementary science, 4; history, 1; Bible, 2; music, 1; psychology and ethics, $\frac{1}{2}$; logic, 1. The course is deficient in history, hygiene, and teacher training, and the teaching force and equipment are inadequate for the elaborate science and language courses outlined.

The five commercial pupils have the usual subjects of a business course. The five theological pupils are studying Greek, Hebrew, ancient history, and elementary theological subjects.

Financial, 1913-14.—There was no systematic bookkeeping and the financial items are largely estimates. These estimates as given by the president were as follows:

Income, excluding noneducational receipts.....	\$8,000
Expenditures, less noneducational receipts.....	7,600
Indebtedness.....	3,000
Value of school property.....	47,000

Sources of income: African Methodist Episcopal Church for current expenses, \$7,000; tuition and fees, \$1,000. The noneducational receipts were from board and room rent and amounted to \$4,000.

Items of expenditure: Teachers' salaries, \$4,500; material and supplies for boarding department, \$3,700; fuel, light, and heat, \$1,400; repairs, \$1,000; other expenditures, \$1,000.

Indebtedness: The indebtedness of \$3,000 is secured by a mortgage on the school property.

School property: The school property is represented by \$36,000 in the plant at Jackson, and \$11,000 in endowment in the form of 1,000 acres of land in Bolivar County. The school receives no benefit from this land.

Plant.—Land: Estimated value, \$4,500. The school site comprises about 80 acres on the outskirts of Jackson. No use is made of this land except as campus and athletic fields. Much of it could be used for agricultural and gardening purposes. The grounds are not well kept.

Buildings: Estimated value, \$30,000. There are two four-story brick buildings. Tyree Hall contains girls' dormitory, sewing and music rooms, dining room and kitchen. Salter Hall contains chapel, classrooms, and boys' dormitory. Other small buildings and the heating plant are valued at \$4,000. The dormitories and classrooms are in fairly good condition, but the buildings are in need of repair.

Movable equipment: Estimated value, \$1,500. The movable equipment is entirely inadequate to the needs of the school. There is no scientific apparatus or manual training equipment.

Recommendations.—1. That an adequate bookkeeping system be installed, an annual audit by an accredited accountant made, and the financial management carefully supervised by the trustees.

2. That the school be moved to some point in the State where it will not be in conflict with other institutions of similar work, or that a scheme of cooperation with Jackson College be devised, which will avoid, as far as possible, duplication of work by these institutions.

3. That the energies of the school, whether located at Jackson or elsewhere, be centered upon high-school or teacher-training courses, and that all collegiate, theological, law, and other higher courses be left to institutions better prepared in teachers and equipment to do such work.

Date of visit: February, 1914; February, 1915.

HOLY GHOST CATHOLIC SCHOOL.

Principal: Father P. A. Heick.¹

A large elementary school with a few boarding pupils. It is owned and taught by an order of the Catholic Church.

Attendance.—Total, 304; all elementary; boarders, 6.

Teachers.—Total, 8; the principal and 7 white sisters.

Organization.—The usual eight elementary grades are well taught. The industrial work is limited to sewing. The discipline is good.

Financial, 1913-14.—The income amounted to \$1,600, of which \$750 was from tuition, \$500 from donations, and \$350 from the Catholic Board of Missions. Of the income about \$1,200 was expended for salaries and \$400 for running expenses. There is an indebtedness of \$2,000 on one of the buildings.

Plant.—Estimated value, \$23,000. The plant consists of 2 acres of land, two neat two-story brick buildings, a frame cottage, and equipment and furniture valued at \$1,000. The grounds and buildings are well kept.

Recommendation.—That manual training and gardening be made a part of the regular course.²

Date of visit: February, 1914.

JACKSON COLLEGE.

President: Z. T. Hubert.

A secondary school for both boys and girls with large elementary enrollment. It is the leading Baptist school of Mississippi.

The school was founded at Natchez, Miss., in 1877 and was moved to its present site in 1882. It is owned and operated by the American Baptist Home Mission Society.

Attendance.—Total, 310; elementary 222, secondary 88. Fifteen of the secondary students reported college subjects. Of the pupils above the third grade 88 were boys, 190 were girls; 120 boarded at the school.

¹ White.

² See recommendations in summary chapter, p. 22.

Teachers and workers.—Total, 16; all colored; male 6, female 10; grades 4, academic 6, agriculture 2, matron 1, girls' industries 2, boys' industries 1. The teacher of the first three grades is paid by the parents of children in those classes.

Organization.—Elementary: The usual eight grades are provided.

Secondary: Secondary work is done in the "college preparatory" course. This course includes Latin, 4 years; German, 2; English, 4; mathematics, 2; science, 2; history, 1; Bible, 2; music, 1½; education, civics, and bookkeeping, or Mississippi history, 1. A teachers' course is listed, but there were no pupils. In this course teacher-training subjects and practice teaching are to be substituted for the last two years of the college-preparatory course.

Industrial and agricultural: Manual training and sewing begin in the fourth grade, agriculture and cooking in the eighth grade. The four subjects are continued through the second year of the "college-preparatory" course.

Financial, 1912-13.—The accounts are kept in accordance with the requirements of the American Baptist Home Mission Society. The more important items were:

Income, excluding noneducational receipts.....	\$11,591
Expenditures, less noneducational receipts.....	10,227
Value of plant.....	100,000

Sources of income: American Baptist Home Mission Society, \$9,574; tuition and fees, \$1,165; Woman's American Baptist Home Mission Society, \$500; donations and other sources, \$352. The noneducational receipts amounted to \$8,048, of which \$7,335 was from the boarding department and \$713 from sale of books.

Items of expenditure: Salaries, \$9,671; supplies and labor in boarding department, \$4,366; other supplies, including books to be sold, \$1,274; advertising, traveling, and postage, \$821; power, light, and heat, \$665; repairs, \$584; labor on farm and grounds, \$563; agricultural equipment, \$288; other expenses, \$43.

Plant.—Land: Estimated value, \$20,000. The land consists of 50 acres, divided about equally between the school farm and the campus. The grounds are neat and well kept.

Buildings: Estimated value, \$75,000. There are three large brick buildings, one small brick structure, and two frame cottages on the grounds. Two of the larger buildings are three stories high, with basements; one is used for the boys' dormitory, classrooms, and manual-training shop; the other for the girls' dormitory, dining room, kitchen, and domestic-science work. Other buildings include a two-story brick structure containing chapel and classrooms, a small brick building used as the laundry, a neat two-story frame house used as the president's home, and a small cottage used by the farm manager.

Movable equipment: Estimated value, \$5,000. The movable equipment consists of furniture for classrooms and dormitories, a few farm implements, and some scientific apparatus.

Recommendations.—1. That the courses in teacher training and gardening be given greater emphasis in the regular program.

2. That foreign languages be not allowed to hinder the development of other courses.

Date of visit: February, 1914; March, 1915.

TOUGALOO.

TOUGALOO COLLEGE.

President: William T. Holmes.¹

A school of secondary grade with few pupils in collegiate classes and a large elementary enrollment. The plant is extensive and beautifully located on a wooded campus. The academic work is thorough and all students receive some industrial training.

Tougaloo University was founded in 1869 by the American Missionary Association and has been in continuous operation since that date. Twice in the past it has received State aid as a normal school, and it has received aid from the Slater Fund continuously since 1883. Some of the ablest men in the American Missionary Association have served as president of the institution.

Attendance.—Total, 444; elementary 275, secondary 130, collegiate 20, night school 19; male 189, female 255. Practically all of the pupils in higher grades were from Mississippi; 130 were boarders. The reported enrollment for the year was 455.

Teachers and workers.—Total, 31; white 29, colored 2; male 8, female 23; grade teachers 5, academic teachers 8, administrative workers 4, boys' industries 2, girls' industries 3, commercial 2, agriculture 1, music 3, matrons 3.

Organization.—Elementary: The first six grades are taught by five well-trained teachers in a separate building. These classes are used as a practice school for the teacher-training department. Manual training and household arts form a part of the work. The seventh and eighth grades, called the "lower school," are taught by the academy teachers.

Secondary: The secondary department offers six groups of electives: College preparatory, with 32 pupils enrolled; English normal, with 33; manual training, 31; musical, 9; commercial, 22; agricultural, 3. There is also a night school with 19 pupils. The subjects common to all the courses are: English, 3 years; mathematics, 2 elementary science, 2½; and history, 1. The teacher-training work is effective. The course in agriculture is largely classroom and observation work.

College: The selection of subjects for the college classes is good, but the limited teaching force, already fully occupied with the complex system of secondary courses, is inadequate to handle a college course.² The present small attendance in these classes (20 students at the time of visit) does not warrant the extra expense and labor.

Music: Three well-trained teachers are in charge of musical instruction.

Industrial: The young men are required to take manual training in wood and iron two periods a week in all courses except the commercial. A few pupils specializing in industries take two or three hours of shopwork every day. Three well equipped buildings are devoted to the work. All the courses are handled by two teachers of moderate training.

Work in household arts is required of all girls. There are three capable teachers in charge of the courses.

Agriculture: One full-time teacher and a farmer handle all classes and the practical work of this department. The school has an excellent garden and a 500-acre farm,

¹ White.

² Since date of visit two additional teachers have been secured.

with 200 acres under cultivation. The stock and equipment are good. Classroom agriculture is given to pupils of the eighth grade and the first year normal class. Nine pupils from the three upper classes are also reported in agriculture. Very few pupils take any practice or laboratory work in connection with the study of theory. The farm work is done almost altogether by pupils desiring to earn their way through school.

Financial, 1913-14.—The financial management is supervised by the American Missionary Association, and the accounts are kept in accordance with the system required by that association. The more important items were:

Income, excluding noneducational receipts.....	\$26,169
Expenditures, less noneducational receipts.....	26,169
Value of plant.....	133,000

Sources of income: American Missionary Association, \$14,928; donations, \$4,132; tuition and fees, \$3,236; Slater Fund, \$2,000; other sources, \$1,873. The noneducational receipts amounted to \$11,983, of which \$7,141 was from the boarding department and \$4,842 from sales from farm and shops.

Items of expenditure: Salaries, \$11,690; supplies for boarding department, \$8,686; other supplies, \$2,224; equipment, \$2,109; heat, light, and water, \$1,907; repairs, \$1,653; student aid and labor, \$1,581; other expenses, \$8,302.

Plant.—Land: Estimated value, \$30,000. The school owns 500 acres of land. Of this 20 acres are used for campus and 480 for the farm. The campus is a grove of natural beauty. The farm land is fertile and well cultivated.

Buildings: Estimated value, \$76,500. The president's home and administration building is an old mansion; the girls' dormitory is a large two-story brick building; the boys' dormitory is a two-story frame structure. Each of the dormitories accommodates over 100 students. Strieby Hall, a two-story brick building, contains classrooms, laboratories, and lecture rooms, and rooms for domestic science; Ballard School, a two-story frame building, contains classrooms and a large assembly room; Daniel Hand School for day pupils is a one-story frame building; the dining hall is a one-story brick building with seating capacity for 300; the church is a handsome brick structure with lecture rooms, good furniture, and a fine pipe organ; a small cottage is used for hospital purposes and instruction in nursing the sick; three one-story frame buildings are used for shops. In addition there are two neat cottages, the large barn, and several farm houses. The buildings are well kept and most of them in good repair; some, however, are in need of improvement.

Movable equipment: Estimated value, \$26,500. Of this \$15,000 was in furniture, \$5,000 in farm equipment and live stock, \$3,500 in shop equipment and machinery, \$2,500 in library books, and \$500 in scientific apparatus.

Recommendations.—1. That the school center its activities on teacher training and agricultural courses.

2. That the theory and practice of gardening be made a part of the regular curriculum for all pupils.

3. That the college department be strengthened and developed essentially as a college for teachers.

Dates of visits: February, 1914; February, 1916.

JEFFERSON DAVIS COUNTY.

	White.	Negro.
Population, 1910.....	6, 103	6, 757
Children 6 to 14 years of age, 1910.....	1, 491	1, 717
Teachers' salaries in public schools, 1912-13.....	\$18, 867	\$4, 296
Teachers' salaries per child, 6 to 14, in county.....	\$12. 65	\$2. 50
Percentage illiterate, 1910.....	5. 9	34. 1

The entire population is rural. The number of teachers is 65 in white schools and 42 in colored schools. The average attendance is 1,286 white pupils and 1,188 colored pupils.

These statistics indicate a need for increased public school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising industrial teacher travels in the county, aiding the teachers in rural schools to introduce industrial work and extend the influence of the school into the community. The Prentiss Normal and Industrial Institute is a central institution where pupils may board and supplement the training received in the rural schools.

PRENTISS.

PRENTISS NORMAL AND INDUSTRIAL INSTITUTE.

Principal: J. E. Johnson.

An elementary school with a few pupils in secondary subjects. Though limited in equipment, it is doing a much-needed work in a small town.

The school was founded in 1907 by the principal and is owned and controlled by an independent board of trustees.

Attendance.—Total, 153; elementary 145, secondary 8; boarders, 41.

Teachers and workers.—Total, 7; all colored; male 3, female 4.

Organization.—Although eight pupils are reported in the ninth and tenth grades, practically all the work is elementary. Pupils devote the mornings to classroom work and the afternoons to the industries. The industrial work consists of simple manual training, shoemaking, and agriculture for boys and cooking and sewing for girls. The value of the work is hampered by lack of equipment.

Financial, 1912-13.—The principal keeps the accounts on a simple cash basis. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$2, 240
Expenditures, less noneducational receipts.....	3, 597
Indebtedness.....	975
Value of plant.....	11, 000

Sources of income: Donations, \$870; Jeanes and Slater Funds, \$560; county funds, \$450; tuition and fees, \$360. The noneducational receipts were from the boarding department and amounted to \$1,750.

Items of expenditure: Salaries, \$1,770; supplies for boarding department, \$1,482; repairs, \$706; industrial equipment, \$450; office and traveling expenses, \$450; fuel, light, and water, \$60; insurance, \$20; other expenses, \$409.

Indebtedness: Of the indebtedness, \$700 was in mortgage on part of the farm, and the remainder in accounts payable for equipment and supplies.

Plant.—Land: Estimated value, \$2,500. The school owns 90 acres of land; 60 acres are cultivated and 5 acres are used for campus.

Buildings: Estimated value, \$7,000. There are four frame buildings. The main building is two stories high and contains 21 dormitory rooms, classrooms, and chapel. The other buildings are cottages. The main building is poorly constructed and has not adequate fire protection.

Movable equipment: Estimated value, \$1,500. Of this, \$450 is in farm implements and live stock, \$350 in furniture, \$300 in shop equipment, \$175 in books, and \$225 in other equipment.

Recommendations.—1. That this school be developed as the county training school with increased support from the county.

2. That better industrial equipment be provided, and the work in manual training and gardening be made part of the regular course.¹

3. That an accounting system be installed and the accounts audited annually.

Dates of visits: February, 1914; March, 1915. Facts verified, 1916.

LAUDERDALE COUNTY.

The rural population is 50.4 per cent of the total. There are no private schools for colored people outside of the city of Meridian.

MERIDIAN.

	White.	Negro.
Population, 1910.....	13,633	9,321
Children 6 to 14 years of age, 1910.....	2,202	1,670
Teachers' salaries in public schools, 1911-12.....	\$53,093	\$6,495
Teachers' salaries per child 6 to 14 in city.....	24.11	3.88
Percentage illiterate, 1910.....	1.2	30.4

The number of teachers is 84 in white schools and 23 in colored schools. The average attendance is 2,459 white pupils and 887 colored pupils.

The three private schools in Meridian enroll a number of pupils not cared for in the public schools. The Catholic and the Methodist schools furnish good supplementary educational facilities. Special effort should be made to reorganize the Methodist school to meet the needs of the community for secondary work. The Meridian Baptist Academy is of slight value to the community. This school is described in the summary of small Baptist schools for the State.

¹ See recommendations in summary chapter, p. 22.

HAVEN INSTITUTE.

Principal: M. S. Davage.¹

A school of secondary grade with large elementary enrollment. Excessive time is given to ancient languages.

The school was founded in 1878 by the Freedmen's Aid Society of the Methodist Episcopal Church, and is controlled and supported by that body.

Attendance.—Total, 308; elementary 236, secondary 72; male 31, female 41. Of the 72 in secondary grades 30 were from Meridian, 39 from other places in Mississippi and 3 from other States; 39 were boarders and 18 were from farm homes. The reported enrollment for the year was 338.

Teachers and workers.—Total, 9; all colored; male 3, female 6; grades 4, academic 4, matron and commercial teachers 1. Two of the four academic teachers devote practically all their time to Greek and Latin. One of the grade teachers gives a little instruction in sewing.

Organization.—The courses are based on those outlined by the Freedmen's Aid Society with additional time for languages.

Elementary: The eight grades are fairly well taught by four teachers. The upper grades receive a little instruction in sewing.

Secondary: The four-year courses are nominally divided into the "normal" and "college preparatory" or "academic." In reality, however, only 8 of the pupils in attendance were taking the normal course; the other 64 pupils were pursuing the college-preparatory course. The subjects of this course were: Latin, 4 years; Greek, 2;² German, 1; mathematics, 2; physical geography and botany, 1; science, 1½; Bible, 1; history, 1½.

Financial, 1913-14.—The financial records are kept in accordance with the requirements of the Freedmen's Aid Society. The more important items for the year were:

Income, excluding noneducational receipts.....	\$7,194
Expenditure, less noneducational receipts.....	7,145
Value of plant.....	35,000

Sources of income: Freedmen's Aid Society, \$3,927 for salaries and running expenses and \$600 as a loan; tuition and fees, \$1,446; general donations, \$226; other sources \$995. The noneducational receipts were from the boarding department and amounted to \$3,453.

Items of expenditure: Salaries, \$3,556; supplies, \$1,881; other purposes, \$5,161.

Plant.—Land: Estimated value, \$7,450. The land comprises 3 acres of city property.

Buildings: Estimated value, \$25,050. There are three buildings. The main building, a brick structure three stories high, is used for girls' dormitory and classrooms. The boys' dormitory is a two-story frame structure. The Carnegie Library is a small brick building.

Movable equipment: Estimated value, \$2,500. The equipment consists of classroom and dormitory furniture, library books, and fixtures.

¹ White; elected since date of visit.

² Reported discontinued since date of visit.

Recommendations.—1. That the time and money spent on ancient languages be devoted to a well-planned course for training teachers.

2. That industrial courses, including cooking, sewing, and gardening, be made part of the regular course.¹

Date of visit: February, 1914. Facts verified, 1916.

ST. JOSEPH'S PARISH SCHOOL.

Principal: Father P. J. Wendel.²

A well-managed elementary school with 206 pupils in attendance, of whom 12 were boarders. The school is operated by a German Catholic order, five white sisters of the order serving as teachers. The work of the school covers nine grades, with instruction in cooking, sewing, and gardening.

Financial, 1913-14.—The income of \$952 was derived from the Catholic Board of Missions and from board and tuition.

Plant.—Estimated value, \$20,000. The plant consists of a half acre of land, a substantial brick building, two frame cottages, and good classroom equipment. The grounds are well kept and the buildings in good condition.

Recommendation.—That this work be encouraged and extended.

Date of visit: February, 1914.

MARSHALL COUNTY.

	White.	Negro.
Population, 1910.....	7,454	19,342
Children 6 to 14 years of age, 1910.....	1,422	4,965
Teachers' salaries in public schools, 1912-13.....	\$16,565	\$9,936
Teachers' salaries per child 6 to 14 in county.....	\$11.65	\$2.00
Percentage illiterate, 1910.....	3.9	35.6

The entire population is rural. The number of teachers is 77 in white schools and 98 in colored schools. The average attendance is 1,269 white pupils and 3,328 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Mississippi Industrial College should be reorganized and developed as a central training institution for the pupils from the surrounding rural districts, while Rust College should center its energies on industrial and teacher training courses in order to supply teachers for northern Mississippi.

HOLLY SPRINGS.

MISSISSIPPI INDUSTRIAL COLLEGE.

President: Frank H. Rodgers.

A school of secondary grade with over three-fourths of its pupils in elementary classes. The industrial training is negligible. Under a new administration effort is being made to improve the management and discipline.

The institution was founded in 1906 by the Mississippi Conference of the Colored Methodist Episcopal Church. Ownership and control are vested in a board of 40 trustees

¹ See recommendations in summary chapter, p. 22.

² White.

elected by the conference. The school is supported almost entirely by the colored people of the State.

Attendance.—Total, 242; elementary 200, secondary 42; boarders, 67. Twelve of the secondary students were reported in college subjects. Of the students above the seventh grade, 30 were male and 31 female; 19 were from Holly Springs, 26 from other parts of the State, and 16 from other States.

Teachers and workers.—Total, 12; all colored; male 4, female 8; elementary 6, secondary 5, matron 1.

Organization.—Elementary: Eight elementary grades and a kindergarten class are maintained with five teachers. One of these teachers also gives instruction in music and another teaches typewriting and shorthand.

Secondary: The secondary work is done in two four-year courses, "college preparatory" with 15 pupils and "normal" with 14 pupils. The college preparatory course includes ancient languages, 5 years; elementary science, 2½; English, 2; mathematics, 4; history, 1; civics, ½; music, 2; bookkeeping, 1. The "normal" course covers four years of ancient languages, two and one-half of English, two of mathematics, two of elementary science, one year of history, one-half year of ethics, and three years of sewing.

The 12 pupils reported in college subjects take: Foreign languages, 5 years; mathematics, 2; English, 1; science, 3½; education, 1; logic and ethics, 1; practice teaching, ⅓; economics, ⅓; bookkeeping, 1.

All of these courses emphasize foreign languages to the exclusion of such useful subjects as hygiene, nature study, agriculture and manual training, and provide only brief time for history, social studies, and teacher training. Some of the subjects are subdivided quite unnecessarily into one-half and one-third year courses. The five secondary teachers are insufficient for the elaborate courses in languages and mathematics.

Industrial: Instruction in cooking and sewing is provided, one teacher and an assistant giving their time to this work. No industrial training is provided for the boys, though a few of the pupils assist on the farm and in the repair of buildings.

Financial, 1912-13.—The bookkeeping is inadequate. The president keeps the only records of the financial operations on a simple cash basis. As far as could be determined the more important items were as follows:

Income, excluding noneducational receipts.....	\$3, 672
Expenditures, less noneducational receipts.....	3, 590
Indebtedness.....	21, 600
Value of plant.....	87, 000

Sources of income: Tuition and fees, \$2,016; church contributions, \$1,278; Slater Fund, \$200; rents, \$77; other sources, \$101. The noneducational receipts were from the boarding department and amounted to \$7,216.

Items of expenditure: Supplies for boarding department, \$4,017; salaries, \$3,748; equipment, \$866; material and supplies for farm and domestic science department, \$515; repairs, \$280; refund to students, \$125; office expenses, \$62; other expenses, \$1,193.

Indebtedness: Bills payable on interest (unsecured), \$13,000; salaries, \$600; mortgages, \$8,000. The \$13,000 is chiefly the accumulated indebtedness for current expenses, while \$8,000 is for buildings.

Plant.—Land: Estimated value, \$5,300. The land consists of 108 acres, of which 40 acres were cultivated; about 5 acres were used for school campus.

Buildings: Estimated value, \$75,900. There are three brick buildings and a frame cottage. Washington Hall, value \$40,000, contains classrooms, offices, library, and auditorium; Catherine Hall, value \$18,000, contains girls' dormitories, kitchen, dining room, recitation rooms, laboratory, and domestic science department; Hammond Hall, value \$17,500, contains boys' dormitories and a large basement which is not used. A frame cottage, value \$400, is sometimes used as a hospital. The buildings are in good repair, neat in appearance and design, and clean throughout.

Movable equipment: Estimated value, \$5,800, as follows: Furniture, \$3,000; equipment for shops, \$2,000; farm equipment and live stock, \$700; library, \$100.

Recommendations.—1. That the energies of the school be centered upon teacher-training, college subjects to be excluded until the secondary classes are adequately provided for.

2. That the theory and practice of gardening and simple manual training be made part of the regular course.¹

3. That an adequate system of accounts be installed and the books audited annually by an accredited accountant.

Date of visit: March, 1915.

RUST COLLEGE.

President: George Evans.²

A secondary school with two-thirds of its enrollment in elementary grades and few pupils in college classes. The management is progressive, but the teaching force and equipment are not sufficient for college work. Rust Home for Girls is maintained in connection with the institution.

The school was founded in 1866 and is controlled by the Freedmen's Aid Society of the Methodist Episcopal Church.

Attendance.—Total, 196; elementary 128, secondary 60, in college classes 8. Of the 68 pupils above the eighth grade, 17 were from Holly Springs, 39 from other places in Mississippi, and 12 from other States; 51 were boarders. The reported enrollment for the year was 378.

*Teachers and workers.*³—Total, 14; white 5, colored 9; male 5, female 9; grades 4, academic 6, registrar 1, commercial 1, music 1, matron 1.

Organization.—Elementary: The four upper elementary grades are well taught.

Secondary: Secondary work is given in two courses, "college preparatory," with 45 pupils and "normal," with 15 pupils. The college-preparatory course includes: Latin, 4 years; German, 2; mathematics, 3; English, 5; history, 2½; geology, ½; chemistry, 1; music, 1. The normal course includes: Latin, 2 years; English, 4; mathematics, 4½; chemistry, 1; geology and biology, 1; history, 2; music, 1; pedagogy, 1; and practice teaching.

The effort to maintain college classes for eight pupils with six teachers who are already burdened with a heavy secondary program is a mistake.

¹ See recommendations in summary chapter, p. 22.

² White; appointed since date of visit.

³ Rust Home workers are not included.

Industrial: Though the school has some equipment to teach manual training, none of the pupils report this work, and no trained teacher has been employed. Cooking and sewing are well taught by Rust Home workers.

Financial, 1913-14.—The books are kept according to the system required by the Freedmen's Aid Society. The more important items were:

Income, excluding noneducational receipts	\$14, 656
Expenditures, less noneducational receipts	13, 956
Value of plant	111, 200

Sources of income: Freedmen's Aid Society, \$5,600; tuition and fees, \$4,733; insurance, \$400; Methodist Board of Education, \$220; general donations, \$125; other sources, \$3,578. The noneducational receipts were from the boarding department and amounted to \$9,344.

Items of expenditure: Supplies for boarding department, \$7,800; salaries, \$6,270; power, light, heat, and office expenses, \$3,000; repairs, \$700; other expenses, \$5,530.

Plant.—Land: Estimated value, \$6,000. The school grounds comprise 60 acres and occupy a beautiful site overlooking the town. The grounds are well kept.

Buildings: Estimated value, \$100,700. Rust Hall, a five-story brick structure, is the principal building. It is used for classrooms, office, chapel, and dormitory. There are four other moderately large buildings and five small structures. The buildings are in fairly good repair and present a neat appearance.

Movable equipment: Estimated value: \$4,500. Most of the equipment consists of furniture for classrooms and dormitories.

Recommendations.—1. That teacher training be made the central work of the institution.¹

2. That gardening and simple manual training be made a part of the regular secondary courses.¹

3. That the effort to maintain college classes be deferred until the secondary courses are adequately developed.

Dates of visits: February, 1914; March, 1915.

ELIZABETH L. RUST HOME OF RUST UNIVERSITY.

Superintendent: Miss R. Barbour.²

A home school for girl's maintained and managed by the Woman's Home Missionary Society of the Methodist Episcopal Church. The work is a part of the educational activities of Rust University. It is clean and effective.

Attendance.—Total, 55; all boarders.

Teachers and workers.—Total, 4; white 3, colored 1; all female.

Organization.—The 55 girls boarding in the home receive training in household care and attend classes at Rust University. All the girls of Rust University receive training in cooking and sewing at the Home. The work is well done.

Financial, 1914-15.—The finances are carefully supervised by the central office in Cincinnati and the management is economical. The more important items were:

Income, excluding noneducational receipts	\$4, 895
Expenditures, less noneducational receipts	4, 895
Value of plant	32, 000

¹ See recommendations in summary chapter, p. 22.

² White. Elected since date of visit.

Sources of income: Woman's Home Missionary Society, \$4,895. The noneducational receipts were from the boarding department and amounted to \$2,109.

Items of expenditure: Payment on debt, \$2,097; supplies, \$1,406; salaries, \$1,160; student aid, \$716; traveling expenses, \$145; other expenses, \$1,480.

Plant.—Land: Estimated value, \$8,000. The land comprises 16 acres, part of which is used for a garden.

Buildings: Estimated value, \$22,000. The main building is a three-story frame structure. This and the two smaller buildings are neat and well kept.

Movable equipment: Estimated value, \$2,000. The equipment consists of furniture for classrooms and fairly good apparatus for teaching domestic science.

Recommendation.—That the work be encouraged and made a more vital part of Rust College.

Dates of visits: February, 1914; March, 1915.

PANOLA COUNTY.

	White.	Negro.
Population, 1910.....	10, 049	21, 224
Children 6 to 14 years of age, 1910.....	2, 031	5, 282
Teachers' salaries in public schools, 1912-13.....	\$32, 972	\$7, 179
Teachers' salaries per child 6 to 14 in county.....	\$16. 23	\$1. 36
Percentage illiterate, 1910.....	4. 1	43. 4

The entire population is rural. The number of teachers is 95 in white schools and 164 in colored schools. The average attendance is 1,695 white pupils and 2,110 colored pupils.

These statistics indicate the serious need for increased public-school facilities. The work of the elementary schools should be extended and strengthened. The Sardis Industrial College provides a central institution where pupils may board and supplement the training received in the rural schools.

SARDIS.

SARDIS INDUSTRIAL COLLEGE.

Principal: S. D. Ross.

A school of elementary and secondary grade doing good work with limited equipment. The school was founded in 1908 by the North Mississippi Educational Conference, an incorporated body of Baptist churches, and is owned and supported by the conference.

Attendance.—Total, 109; elementary 89, secondary 20; boarders, 48.

Teachers.—Total, 5; all colored; male 1, female 4. In addition there were 3 student assistants.

Organization.—The work covers the regular 12 grades, with the usual elementary and secondary subjects. Too much emphasis is placed on language and mathematics. Only boarding pupils have industrial work. The boys work on the truck patch during garden season and receive good instruction. The girls are required to do housework in connection with the boarding department.

Financial, 1912-13.—The financial records appear to be carefully kept and a reported report of all school funds is made annually by the president. According to the report for the year the more important items were:

Income, excluding noneducational receipts.....	\$1,623
Expenditures, less noneducational receipts.....	1,623
Indebtedness.....	600
Value of plant.....	3,650

Sources of income: Church conferences and contributions, \$675; tuition and fees, \$462; other sources, \$486. The noneducational receipts were from the boarding department and amounted to \$1,204.

Items of expenditure: Salaries, \$1,178; supplies for boarding department, \$490; equipment, \$393; fuel, \$123; repairs and other expenses, \$643.

Plant.—Land: Estimated value, \$900. The land consists of 9 acres on the edge of town. The school grounds are bare and could be improved by shade trees.

Buildings: Estimated value, \$2,250. There are two frame buildings. The main building is two stories high, the lower floor being used for classrooms and offices and the upper floor for girls' dormitory. The boys' dormitory contains 12 rooms.

Movable equipment.—Estimated value, \$500. The equipment consists of simple furniture for classrooms and dormitories and a few farm implements.

Recommendations.—1. That teacher training be emphasized.

2. That garden work be required of all pupils.¹

3. That additional means and equipment be provided.

4. That the name "school" or "institute" be substituted for college.

Date of visit: February, 1914.

SIMPSON COUNTY.

	White.	Negro.
Population, 1910.....	11,232	5,969
Children 6 to 14 years of age, 1910.....	2,748	1,510
Teachers' salaries in public schools, 1912-13.....	\$27,356	\$3,197
Teachers' salaries per child 6 to 14 in county.....	\$9.95	\$2.11
Percentage illiterate, 1910.....	8.2	39

The entire population is rural. The number of teachers is 112 in white schools and 41 in colored schools. The average attendance is 2,487 white pupils and 947 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Piney Woods Country Life School provides a good central institution where pupils may board and supplement the training received in the rural schools.

BRAXTON.

PINEY WOODS COUNTRY LIFE SCHOOL.

Principal: Lawrence C. Jones.

An elementary school with provision for simple industrial training. Only pupils from farm homes are admitted. The school has won the friendship of the local people and exerts a helpful influence on the county.

¹ See recommendations in summary chapter, p. 22.

The school was founded in 1909 by the principal, a graduate of Iowa State University. The land for the school was donated by a colored man of the community. The support is largely due to the principal's energy in securing funds. Small appropriations are made from the Simpson and Rankin County school funds.

Attendance.—Total, 158; all elementary; boarders, 70.

Teachers and workers.—Total, 8; all colored; male 4, female 4; academic 4, industrial 3, agriculture 1.

Organization.—The work covers the usual eight elementary grades, with industrial training. Pupils above the sixth grade attend classes four days and work in the industries two days a week.

Simple equipment has been provided for work in carpentry, blacksmithing, shoe-making, and printing for boys. The girls receive instruction in sewing and broom making. Both boys and girls work on the farm. In view of the limited teaching force and lack of equipment, the effort to teach a variety of industries is unwise.

Financial, 1912-13.—The accounts are carefully kept and a full statement of income and expenditure is printed annually. According to the statement for the year the more important items were:

Income, excluding noneducational receipts.....	\$3, 269
Expenditures, less noneducational receipts.....	3, 617
Indebtedness.....	350
Value of plant.....	9, 300

Sources of income: Donations, \$2,745; county funds, \$468; other sources, \$56. The noneducational receipts amounted to \$103, of which \$73 was from students' board and \$30 from the industrial departments.

Items of expenditure: Purchase of land, \$801; industrial departments, \$750; teachers' salaries, \$645; commissary, \$506; traveling expenses, \$426; lumber, \$264; office expenses, \$162; miscellaneous, \$166.

Plant.—Land: Estimated value, \$2,000. The school owns 169 acres of land. Of this, 80 acres are under cultivation, about 5 acres are used for campus, and the remainder is in pasture.

Buildings: Estimated value, \$5,000. The buildings are all frame. The main building is a two-story structure. There are several small structures. The buildings are crudely built, but well kept.

Movable equipment: Estimated value, \$2,300. Of this \$1,200 was in farm implements and live stock, \$800 in furniture, and \$300 in library and other equipment.

Recommendations.—1. That the institution be developed as a county training school.¹

2. That industrial training be limited to manual training in wood and iron, theory and practice of gardening, and cooking and sewing for girls.¹

3. That aid be provided to build a simple, substantial plant.

Date of visit: February, 1914. Figures verified, 1915.

¹ See recommendations in summary chapter, p. 22.

SUNFLOWER COUNTY.

	White.	Negro.
Population, 1910.....	5, 495	23, 281
Children 6 to 14 years of age, 1910.....	1, 084	4, 813
Teachers' salaries in public schools, 1912-13.....	\$23, 232	\$10, 359
Teachers' salaries per child, 6 to 14, in county.....	\$21. 43	\$2. 15
Percentage illiterate, 1910.....	3. 4	38. 3

The entire population is rural. The number of teachers is 67 in white schools and 78 in colored schools. The average attendance is 869 white pupils and 1,976 colored pupils.

These statistics indicate a great need for increased public-school facilities. The work of the elementary schools should be extended and strengthened. The Almeda Gardner School provides a central institution where girls may board and supplement the training received in the rural schools.

MOORHEAD.

ALMEDA GARDNER GIRLS' INDUSTRIAL SCHOOL.

Principal: Miss B. D. Hodges.¹

A small, well-managed elementary school of eight grades, with a majority of the pupils boarding at the school.

The school was founded in 1892 by Miss S. L. Emerson under the authority and oversight of the American Missionary Association of the Congregational Church, and it is owned and supervised by that body.

Attendance.—Total, 95; all girls. The reported enrollment for the year was 101.

Teachers.—Total, 6; all white women. The teachers are graduates of good schools and the teaching is effective. Instruction is provided in cooking and sewing.

Financial, 1913-14.—The accounts are kept in accordance with a simple and effective system installed recently by the American Missionary Association. The more important items were:

Income, excluding noneducational receipts.....	\$3, 073
Expenditures, less noneducational receipts.....	3, 073
Value of plant.....	20, 900

Sources of income: Donations, \$1,558; American Missionary Association, \$753; tuition and fees, \$260; other sources, \$502. The noneducational receipts amounted to \$3,301, of which \$2,971 was from the boarding department and \$330 from outside sales.

Items of expenditure: Supplies for boarding department, \$2,172; salaries, \$1,644; light, heat, and water, \$681; outside labor, \$450; student aid and labor, \$437; repairs, \$363; equipment, \$227; general supplies, \$44; other expenses, \$356.

Plant.—Land: Estimated value \$1,000. The land comprises about 10 acres. A part of this is used for garden and the remainder for the neatly kept campus.

Buildings: Estimated value, \$17,500. There are four neat frame buildings, in good repair.

Movable equipment: Estimated value, \$2,400. The equipment consists of simple furniture for classrooms and dormitories and apparatus for girls' industrial work.

¹ White.

Recommendations.—1. That the public school authorities provide for the elementary grades so that this institution may be devoted to the training of teachers.

2. That theory and practice of gardening be made a part of the regular course.¹

Date of visit: March, 1914.

WARREN COUNTY.

	White.	Negro.
Population, 1910.	11, 290	26, 191
Children 6 to 14 years of age, 1910.	1, 815	5, 246
Teachers' salaries in public schools, 1912-13.	\$37, 059	\$23, 666
Teachers' salaries per child 6 to 14 in county.	\$20. 42	\$4. 51
Percentage illiterate, 1910.	0. 5	31. 8

The rural population is 44.5 per cent of the total. The number of teachers is 77 in white schools and 45 in colored schools. The average attendance is 1,576 white pupils and 3,665 colored pupils.

In the rural sections of the county special effort has been made to improve the industrial work of the colored schools and to reach the farmers of the county through the schools. The efforts of the county superintendent in this direction deserve special mention. Besides the industrial training and gardening in the schools, many rural clubs have been organized to raise corn, pigs, and chickens. The Colored Development Club, organized among the farmers, meets at the various schools. The object of this club is to improve the homes and promote better cultivation of crops. A Jeanes Fund supervising industrial teacher assists the county superintendent in this work.

VICKSBURG.

	White.	Negro.
Population, 1910.	8, 754	12, 053
Children 6 to 14 years of age, 1910.	1, 303	1, 977
Teachers' salaries in public schools, 1912-13.	\$19, 884	\$7, 364
Teachers' salaries per child 6 to 14 in city.	\$15. 26	\$3. 73
Percentage illiterate, 1910.	0. 6	21. 4

The number of teachers is 32 in white schools and 22 in colored schools. The average attendance is 712 white pupils and 1,089 colored pupils.

The public schools for colored people in Vicksburg enroll about half the number of children 6 to 14. One of the buildings is an old frame structure which is dangerously crowded. The St. Mary's Commercial College and the Vicksburg Industrial School are supplementing the inadequate public school facilities. The Seventh-Day Adventist school is of slight value to the community. It is described in the summary of miscellaneous small schools for the State.

ST. MARY'S COMMERCIAL COLLEGE.

Principal: Father G. G. Steinhauer.²

A good elementary day school with a commercial course for advanced pupils. It is owned and operated by a German Catholic order.

¹ See recommendations in summary chapter, p. 22.

² White.

Attendance.—Total, 265; elementary 258, commercial course 7. The school has no regular boarding department, but a few girls live in the home of the sisters. Religious training is emphasized.

Teachers.—Total, 7; all white Catholic sisters. The teachers are thorough in classroom work and in discipline.

Financial, 1912-13.—The income of about \$1,750 was derived from donations to the order from churches.

Plant.—Estimated value, \$13,000. The plant consists of a large lot, two neat brick buildings, and good classroom equipment.

Recommendations.—1. That teacher training be introduced.

2. That gardening be made a part of the regular course.¹

Date of visit: February, 1914. Facts verified, 1915.

VICKSBURG INDUSTRIAL SCHOOL.

Principal: R. F. Middleton.²

An elementary day school with limited industrial equipment inadequately used.

The school is owned by a board of trustees and receives aid and supervision from the American Church Institute for Negroes of the Protestant Episcopal Church and from the General Board of Missions of that church.

Attendance.—Total, 121; all elementary.

Teachers.—Total, 5; all colored; male 2, female 3.

Organization.—The eight elementary grades are taught in crowded classrooms. A high-school course is outlined, but only one pupil was enrolled at the time the school was visited. Instruction in cooking and sewing is provided for girls and woodworking for boys.

Financial, 1913-14.—As far as could be determined the more important items were:

Income.....	\$2,514
Expenditure.....	2,400
Value of plant.....	5,000

Sources of income: Episcopal Board of Missions, \$2,300; tuition, \$203; other sources, \$11.

Items of expenditure: Salaries, \$2,300; materials and supplies, \$100.

Plant.—Land: Estimated value, \$1,000. The land consists of a city lot near the town limits.

Building: Estimated value, \$3,500. The school building contains 10 rooms; it is a poorly built structure, part brick and part frame, badly in need of repair.

Movable equipment: Estimated value, \$500. The equipment consists of classroom furniture and a small supply of shop tools and domestic science apparatus.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public school system or be combined with one of the larger institutions. The gardening and industrial work should be strengthened.¹

Date of visit: February, 1914. Facts verified, 1915.

¹ See recommendations in summary chapter, p. 22.

² Elected since date of visit.

YAZOO COUNTY.

Statistics for the public schools of Yazoo County could not be obtained.

YAZOO.

	White.	Negro.
Population, 1910.....	2, 642	4, 154
Children 6 to 14 years of age, 1910.....	401	804
Teachers' salaries in public schools, 1914-15.....	\$16, 100	\$4, 200
Teachers' salaries per child 6 to 14 in city.....	40. 14	5. 22
Percentage illiterate, 1910.....	0. 7	16. 9

Yazoo has one school for white pupils and one for colored. There are 21 white teachers and 14 colored. The attendance was reported to be 496 white pupils and 650 colored pupils. Some high school instruction is provided for colored pupils.

COLORED HIGH SCHOOL.

Principal: J. H. Webber.

A city high school offering three years of secondary work. The elementary grades are taught in the same building.

Attendance.—Secondary, 49; male 11, female 38. The elementary school is taught in the same building.

Teachers.—Secondary, 3; all colored; male 2, female 1. Two of the teachers devote their entire time to the high-school grades and the other devotes over half of her time to this work. There were 10 teachers for the elementary grades.

Organization.—The secondary subjects include: English, 4 years; mathematics, 4; Latin, 1½; elementary science, 3½; history, 2.

Plant.—Estimated value \$14,000. Land: Estimated value, \$5,000. The school lot, including the playground, is 421 by 462 feet.

Building.—Estimated value, \$6,000. The building is a large frame structure. An annex has recently been built.

Movable equipment: Estimated value, \$3,000. There is no industrial equipment.

Date of visit: December, 1915.

BAPTIST SCHOOLS.

In addition to Jackson College, aided by the American Baptist Home Mission Society, there are 16 local Baptist schools reported in Mississippi. Of these, three were considered important enough to discuss in the county summaries. Nine others were visited and are described below. The other four are listed at the end of this summary. From the struggle for existence which these schools have it is evident that the money now spent on the smaller schools might better be spent in strengthening the larger institutions, such as Jackson College, Natchez College, Sardis Normal and Industrial School, and the Baptist Industrial High School.

ATTALA COUNTY—KOSCIUSKO.

CENTRAL MISSISSIPPI COLLEGE.

President: W. A. Singleton.

A poorly managed elementary school with a few pupils in secondary subjects. It is owned by an incorporated body of trustees representing five local Baptist associations.

Attendance.—Total, 150; elementary 138, secondary 12; boarders, 45.

Teachers.—Total, 8; all colored; male 2, female 6. The teaching is ineffective and the discipline poor. Some effort is made to teach sewing, gardening, and printing, but the work is of little value.

Financial, 1912-13.—The financial records are so poorly kept that no accurate figures could be obtained. The following estimates were given as the more important items:

Income, excluding noneducational receipts.....	\$1,380
Expenditures, less noneducational receipts.....	1,200
Indebtedness.....	1,700
Value of plant.....	7,800

Sources of income: Baptist associations, \$700; tuition and fees, \$680. The noneducational receipts were from the boarding department, and amounted to \$1,800.

Items of expenditure: Salaries, \$1,800; supplies and other expenses, \$1,200.

Indebtedness: The indebtedness of \$1,700 is secured by a mortgage on the school property.

Plant.—Land: Estimated value, \$1,000. The school owns 6 acres of land.

Buildings: Estimated value, \$6,200. There are two frame buildings. The main building is a three-story structure, used for classrooms and girls' dormitory. The other building is a one-story structure used for boys' dormitory. The buildings are poorly kept and there is no protection against fire.

Movable equipment: Estimated value, \$600. Of this, \$300 was in furniture, \$200 in shop equipment, and \$100 in farm implements.

Recommendation.—There is present need for this school. The work should be made more effective, however, and with the development of the public schools the school should be combined with the public school system.

Date of visit: March, 1913.

KOSCIUSCO INDUSTRIAL COLLEGE.¹

President: P. H. Thompson.

An elementary school of doubtful management with a few pupils in secondary subjects. The school is owned by a private individual but has a nominal board of trustees.

Attendance.—Total, 116; elementary 94, secondary 22; boarders, 33. The classroom work did not appear to be thorough. The secondary pupils were in the ninth and tenth grades. Some work in millinery and cooking is done. A few of the boys cultivate the farm, which is operated on a commercial basis.

Teachers.—Total, 7; all colored; male 2, female 5.

Financial, 1912-13.—The principal stated that the financial records had been destroyed by fire. The following estimates were given for the more important items:

Income, excluding noneducational receipts.....	\$1,600
Expenditures, less noneducational receipts.....	1,600
Indebtedness.....	2,400
Value of plant.....	8,940

Sources of income: Tuition, \$900; churches and other sources, \$700. The noneducational receipts were from the boarding department and amounted to \$1,400.

Items of expenditure: Salaries, \$1,480; boarding department, \$1,220; other purposes, \$300.

Indebtedness: The indebtedness is in the form of a mortgage on the school property.

Plant.—The plant consists of 322 acres of land, valued at \$6,440; a large two-story frame building valued at \$2,000, and equipment valued at \$500. Most of the land is in timber. The equipment consists of simple furniture, a little domestic science equipment, and a few farm implements.

Date of visit: March, 1913.

¹ Since date of visit this school has been moved to Greenville and is called the Greenville Industrial College.

BOLIVAR COUNTY—MOUND BAYOU.

MOUND BAYOU BAPTIST COLLEGE.

President: J. T. Simpson.

A poorly managed elementary day school with about 150 pupils in attendance. Twelve of the pupils are in a "ministerial" department. The school is owned and controlled by the local Baptist Association and taught by the principal and two women, all colored. The income of about \$900 was from the Baptist Association and tuition. The plant, estimated value \$1,500, consists of a town lot and an old two-story frame house unsuited to school purposes. The equipment was very poor.

Recommendation.—That the support now given to this school be transferred to some of the larger Baptist schools in the State.

Date of visit: March, 1914.

BOLIVAR COUNTY—ROSEDALE.

ROSEDALE NORMAL SCHOOL.

Principal: I. J. Ellison.

An elementary school with a small number of boarders. It is owned by the local Baptist Association and operated by the public-school authorities and the association. The 225 pupils were taught by the principal and four women, all colored. The income amounted to \$1,500, of which \$600 was from the association, \$500 from tuition, and \$400 from county and city. Of the income, \$1,200 was used for salaries and the remainder for general expenses. The plant, estimated value \$3,500, consists of 10 acres of land, a large two-story frame building, and meager equipment.

Recommendations.—1. That the association endeavor to have the public authorities take over this work.

2. That manual training and gardening be made a regular part of the course.¹

Date of visit: March, 1914.

BOLIVAR COUNTY—SHELBY.

THE INDUSTRIAL AGRICULTURAL COLLEGE FOR NEGROES.

Principal: J. M. Williamson.

An elementary public school receiving aid from the local Baptist Association. The school had 3 teachers and 217 pupils. The income amounted to approximately \$1,550, of which \$1,000 was from the county, \$400 from the town, and \$150 from the Baptist Association. Of this, \$1,200 was expended for salaries and \$350 for other expenses. The plant, estimated value \$2,000, consists of 10 acres of land, a one-story frame building, and equipment valued at \$300.

Recommendations.—That the association endeavor to have the public authorities increase the number of teachers and improve the equipment.

2. That additional provision be made for gardening and simple manual training.¹

Date of visit: March, 1914.

CLAY COUNTY—WEST POINT.

MINISTERIAL INSTITUTE AND COLLEGE.

Principal: J. C. Bullen.

An elementary school with 12 boarders. The school is owned and controlled by the Mount Olive Association of Baptist Churches.

Attendance.—Total, 80. Ten grades were claimed, but all the pupils were doing elementary work.

Teachers.—Total, 5; all colored; male 2, female 3.

Financial, 1913-14.—The income amounted to \$1,875, of which \$1,125 was from the Baptist association and \$750 from tuition. Of the income approximately \$1,500 was expended for salaries and the remainder for running expenses.

Plant.—Estimated value, \$1,500. The plant consists of about an acre of land, an old frame building, and equipment valued at \$500.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

¹ See recommendations in summary chapter, p. 22.

LAUDERDALE COUNTY—MERIDIAN.

MERIDIAN BAPTIST SEMINARY.

Principal: G. M. Reese.

A poorly managed elementary school with a few pupils in secondary subjects. It is owned and controlled by the consolidated Baptist associations of east Mississippi.

Attendance.—Total, 189; elementary 167, secondary 22; boarders, 3.

Teachers.—Total, 4; all colored; male 1, female 3.

Financial, 1912-13.—The income amounted to approximately \$1,450, of which \$700 was from tuition and the remainder from the Baptist associations. Practically all of the income was expended for salaries. In addition \$530 was raised and expended for improvements. There is a mortgage indebtedness of \$1,000.

Plant.—The plant, estimated value \$6,000, consists of a city lot, a poorly constructed two-story frame building, and equipment valued at \$300. The building is badly in need of repair.

Recommendation.—That this school be combined with some of the other Baptist schools of the State.

Date of visit: February, 1914.

LEFLORE COUNTY—GREENWOOD.

GREENWOOD SEMINARY.

Principal: H. M. Thompson.

A poorly managed elementary school conducted in a rented building. It is owned by the Baptists of Greenwood and vicinity, and controlled by a board of seven colored trustees. The 161 pupils were taught by four colored teachers. The income amounted to \$1,500, of which \$1,250 was from the association and \$250 from tuition. Practically all of the income was expended for salaries. The association is buying land for a school site.

Recommendation.—That the trustees endeavor to have the public authorities care for the children now in this school.

Date of visit: March, 1914.

MONTGOMERY COUNTY—WINONA.

GRENADA AND ZION COLLEGE.

President: G. W. Hall.

A small elementary school with a few pupils of secondary grade. It was founded by the local Baptist association and is owned and controlled by the association. Of the 196 pupils, 175 were elementary and 21 were in secondary subjects; 28 were boarders. Though 12 grades were claimed, only two years of secondary work was done. There were five colored teachers, two men and three women. The income amounted to \$1,429, of which \$856 was from board and tuition, \$428 from the Baptist association, and \$145 from donations. Of the income \$321 was expended for salaries and practically all the remainder for supplies for the boarding department. The plant, estimated value \$1,500, consists of about two acres of land, two old frame buildings, and meager equipment. The buildings are poorly kept.

Recommendation.—That the association endeavor to have the public authorities provide for the children now in this school.

Date of visit: March, 1913.

OTHER BAPTIST SCHOOLS.

The following schools were also reported, but evidence indicates that they are of minor importance.

County.	Town.	School.
Amite.	Gloster.	Harper College.
Lee.	Nettleton.	Nettleton High School.
Union.	New Albany.	New Albany High School.
Marshall.	Holly Springs.	Baptist Normal Institute.

CATHOLIC PARISH SCHOOLS.

In addition to the schools described in the county summaries, there are 10 Catholic parish schools in Mississippi. The school at Greenville was visited and is described below. The other 9 are listed at the end of this summary. The religious interest is strong in all of these schools.

WASHINGTON COUNTY—GREENVILLE.

SACRED HEART SCHOOL.

Principal: Father P. G. Stein.¹

A good elementary day school owned and operated by a German Catholic order. The 130 pupils were taught by four white sisters. Neatness, order, and religious instruction were emphasized. The income of about \$1,000 was derived from the Catholic Board of Missions and from tuition. The plant, estimated value \$20,000, consists of 10 acres of land on the outskirts of town, two brick buildings, and good classroom equipment. The buildings are substantial and well kept.

Recommendations.—1. That this good work be encouraged by the denomination.

2. That manual training and gardening be made a part of the regular course.

Date of visit: October, 1914.

OTHER CATHOLIC SCHOOLS.

County.	Town.	School.	Attendance.	Teachers.	Income.
Adams.	Natchez.	St. Francis' School.	125	3	\$1,000
Hancock.	Bay St. Louis.	St. Rose of Lima School.	68	2	350
Harrison.	Pass Christian.	St. Philomena's School.	70	2	385
Jackson.	Pascagoula.	St. Peter's School.	100	4	675
Jefferson.	Harristown.	St. Anthony's School.	42	1	300
Neshoba.	Laurelhill.	St. Mary's School.	32	1	300
Union.	Waltersville.	Sacred Heart School.	44	2	250
Warren.	Point Lookout.	St. Joseph's School.	26	1	90
Warren.	Sandy Creek.	Sacred Heart School.	28	1	300

SCHOOLS OF MISCELLANEOUS DENOMINATIONS.

In addition to the schools already described there are four other small denominational schools in Mississippi. They are operated by the African Methodist Episcopal Church, the Christian Church, the Sanctified Churches of Christ, and the Seventh-Day Adventists and are maintained largely for denominational purposes. In view of the needs of Campbell College, Ward Academy should be combined with the larger African Methodist Episcopal institution.

ADAMS COUNTY—NATCHEZ.

WARD ACADEMY.

Principal: James M. Richardson.

A small one-teacher school with poor equipment. It is located about a mile from a public school. It was founded in 1904 by the African Methodist Episcopal Church and is now owned and controlled by a board of trustees elected by the church conference.

There were 32 pupils in attendance. The reported enrollment for the year was 75. Ten grades are claimed, but all of the work is elementary. The principal does all the teaching.

¹ White

Financial, 1912-13.—The income for the year amounted to \$450, derived from district assessments in the churches of Natchez, and tuition. Practically all of this was used for the teacher's salary. There is an indebtedness of \$204 against the school, most of which is back salary.

Plant.—Estimated value, \$1,500. The plant consists of about 1 acre of city property in the colored section of Natchez, a one-story frame building, and equipment valued at \$200.

Recommendation.—That the continuation of the school be conditioned upon an increased interest by local colored people and upon the organization of the work in such a way as to supplement the public school facilities.

Date of visit: February, 1914.

HINDS COUNTY—JACKSON.

CHRIST'S TEMPLE PAROCHIAL SCHOOL.

Principal: Miss Letitia Jones.

A small elementary school taught in the church of the Christian denomination. There were two teachers, both colored women, and 52 pupils on day of visit. All the pupils were in elementary grades and only 15 of them above the fourth grade. The income for the year, all of which was from tuition, amounted to approximately \$500.

Recommendation.—This school should not expect other than local support.

Date of visit: February, 1914.

CHRIST'S MISSIONARY AND INDUSTRIAL COLLEGE.

Principal: G. G. Mosely.

A poorly managed elementary school with 130 pupils, eight of whom are in secondary subjects. It is owned and controlled by members of a small Negro denomination, known as the Sanctified Christ Churches. There are six workers employed. As far as could be determined from the meager records, the income amounted to approximately \$1,500, of which \$1,000 was received from students for board and tuition and \$500 from contributions. The indebtedness amounted to \$10,000.

The plant, estimated value, \$10,000, consists of 140 acres of land, four frame buildings, and meager equipment for dormitories. The land is cultivated on a commercial basis. The buildings are poorly kept, and there is no equipment for industrial work.

Recommendation.—This school should not expect other than local support.

Date of visit: February, 1914.

WARREN COUNTY—VICKSBURG.

SEVENTH DAY ADVENTIST SCHOOL.

Principal: Mrs. Holston.

An elementary school taught in the Seventh Day Adventist Church. There were 30 pupils, all below the fifth grade. The teacher conducts the work for the tuition received, which amounts to about \$120. The building is in bad condition.

Recommendation.—This school should not expect other than local support.

Date of visit: February, 1914.

XIII. MISSOURI.

SCHOOL FACILITIES IN THE STATE.

There are 157,452 colored people in Missouri, forming 4.8 per cent of the total population. The actual number of Negroes decreased 3,782, or 2.3 per cent, between 1900 and 1910. As farmers renting and owning land they have charge of 229,255 acres, while as farm laborers they undoubtedly cultivate a much larger area. The United States census shows that illiterates are still 17.4 per cent of the colored people 10 years of age and over and 5.2 per cent of the children 10 to 14 years of age, and the death rate is high. These statistics indicate that though the proportion of Negroes is relatively small, it constitutes a vital part of the population of the State.

Public appropriations.—The State law provides that each school district with 15 or more colored children of school age shall maintain a colored school unless the attendance falls below 8, in which case the school may be temporarily discontinued and the pupils may attend any other colored school in the county. Effort is made to have the same accommodations in colored schools as in the white schools of the same district. Public-school expenditures by race could not be obtained. Over a third of the colored pupils of school age are in cities with well-established school systems. In addition to the public-school funds, the State appropriates \$36,386 to maintain the Lincoln Institute for the colored people of the State. This amount is supplemented by the Federal funds for agricultural and mechanical education.

Private financial aid.—The three private schools in Missouri have a property valuation of \$117,500, an annual income of \$15,843, and an attendance of 158 pupils, of whom 52 are in elementary grades. These three schools are supported by different agencies—one is a small independent school, one is supported by the Baptists of the State and the American Baptist Home Mission Society, and one by the Freedmen's Aid Society of the Methodist Episcopal Church. The location and relative income of these schools may be seen from Map A.

Attendance.—The United States census of 1910 reports 23,465 colored children 6 to 14 years of age in Missouri, of whom 17,811 were attending school. The report of the State superintendent of education, 1912, indicates an enrollment of 27,469 colored pupils of all ages and a seating capacity in colored elementary and secondary schools of 32,000.

The towns with a sufficient colored population maintain colored public high schools. Excellent secondary schools are maintained in Kansas City and St. Louis. These schools are described in the following summaries. Other colored high schools which are listed by the State department of education and classed as second-class high schools are located at Hannibal, St. Joseph, and Springfield. Smaller high schools are reported at Booneville, Chillicothe, Columbia, Fulton, Glasgow, Higginsville, Lexington, Neosho,

and Sedalia. Of the 1,500 colored secondary pupils in Missouri, about 1,400 are in public schools and only 100 in private schools.

Special phases of education.—With the fairly adequate provision of the public schools for education of elementary and secondary grade, the field of the private schools is limited to such special phases of education as teacher training, industrial training, and agriculture. Although there is need of trained teachers in Missouri, only the State school offers a special course for teachers. Two of the private schools list teacher-training subjects, but the work is not adequate. The industrial instruction is limited to the manual-training courses of the State school and the high schools. Practically no agricultural training is given in any of the colored schools of the State.

These special phases of education could be materially aided by the two denominational schools if they were properly developed. With reorganization the Western College would represent a constituency of 22,000 colored Baptists in Missouri. George R. Smith College represents about an equal number of communicants in the various Methodist bodies. In view of the small number of pupils in these schools, however, some plan of cooperation would be desirable. The Bartlett Agricultural and Industrial School is fairly well located, but its work is not effectively organized.

SUMMARY OF EDUCATIONAL NEEDS.

1. The extension of the influence of the elementary rural schools. In providing for this work the officials of the counties should consider the value of supervision such as that given by the Jeanes Fund supervising industrial teachers in other States.
2. Better teacher-training facilities. To provide for this need the facilities of the State school and the two largest private schools should be strengthened.
3. More instruction in agriculture and the problems of rural life.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

CHARITAN COUNTY.

	White.	Negro.
Population, 1910.	21, 271	2, 232
Children 6 to 14 years of age in county.	4, 137	491
Percentage illiterate.	2. 3	23. 8

The entire population is rural. The colored population is small, both actually and relatively. Although the school facilities are fairly good, the percentage of illiteracy is still high. The percentage of children 6 to 14 attending school was 73.

DALTON.

BARTLETT AGRICULTURAL AND INDUSTRIAL SCHOOL.

Principal: N. C. Bruce.

A small elementary school founded to provide agricultural and industrial training for the colored children of Missouri. It was reorganized in 1911 by a group of influential men of St. Joseph and St. Louis and located on its present site. It is owned and controlled by an independent board of trustees.

Attendance.—Total, 19. The reported enrollment for the year was 93. A few of the pupils board at the school.

Teachers and workers.—Total, 6; all colored; the principal, his wife, and four assistants. The teachers are from good schools and are reasonably well trained.

Organization.—Only two classes, both elementary, were in session on the day of visit. The industrial work is negligible and the farm is apparently maintained on a commercial basis. Farm labor is done by hired men and a few of the work-pupils of the school. The equipment for teaching trades consists of a few wood-working tools and a small one-room shop.

Financial, 1913-14.—No systematic records are kept. As far as could be determined the income amounted to \$2,837, of which \$2,543 was from donations and \$294 from students' fees. The receipts from the farm amounted to approximately \$1,300. Of the money received, \$3,000 was expended for salaries and the remainder for farm and other purposes.

Plant.—Estimated value, \$38,500. The plant consists of 189 acres of excellent farm land valued at \$16,000; two large frame buildings and three small ones valued at \$17,500, and movable equipment and live stock valued at \$5,000.

Recommendations.—1. The attendance hardly justifies the expense. The school should be reorganized on an agricultural and industrial basis and its attendance largely increased.

2. That close supervision be exercised by the trustees.

3. That an accurate record of financial transactions be kept and an annual audit by accredited accountants be made.

Date of visit: April, 1914; February, 1915.

COLE COUNTY.

	White.	Negro.
Population, 1910.....	19,800	2,157
Children 6 to 14 years of age.....	3,582	241
Percentage illiterate.....	2.8	17.4

The rural population is 46 per cent of the total. The colored population is small both actually and relatively. Public-school facilities are fairly good. Of the colored children 6 to 14 years of age in 1910, 77.2 per cent were attending school.

JEFFERSON CITY.

LINCOLN INSTITUTE.

President: B. F. Allen.

A school of secondary grade with a large elementary enrollment. Industrial features are subordinate to the academic. Agricultural activities are negligible.

Lincoln Institute is the State school receiving the Federal appropriations for agricultural and mechanical education. The school was founded by the soldiers of the Sixty-second and Sixty-fifth United States Colored Infantry. The board of trustees was organized and incorporated in 1866 and the school opened in the fall of that year.

Attendance.—Total, 264; elementary 122, secondary 142. Of the secondary pupils 64 are male and 78 are female; 101 board at the institution. The reported enrollment for the year was 393.

Teachers and workers.—Total, 33; all colored; male 16, female 17; academic 10, agriculture 3, industrial 10, music 3, matrons and executive workers 7. Most of the teachers are well trained.

Organization.—Elementary: The elementary work is done in the six grades of the practice school and the first three years of the "preparatory" department.

Secondary: The secondary subjects are taught in the fourth "preparatory" year, the four "normal" classes and the "college" classes with few pupils. These subjects are: Latin, 2 years; English, 4; mathematics, 4; elementary science, 3; history and civics, 3; music, 1; education, 3; and ethics, 1.

Industrial: There are six industrial teachers and ample equipment for industrial courses for young men. The time allowance for each student is 1 hour and 30 minutes daily for two years. A few students take a special course requiring more time. The courses offered are carpentry, blacksmithing, tailoring, machinery, shoemaking, wood-turning, and drawing. Because of the limited time allowed in these courses and the small number of pupils specializing in them, the industrial work amounts to no more than manual training. Courses in cooking and sewing are provided for the girls. Four teachers handle this work.

Agriculture: Two teachers and one laborer are reported in agriculture, but one teacher gives a large part of his time to physics and biology. The work is chiefly of the classroom type. Only six pupils were reported as taking the subject, and only one pupil reported agriculture as his "trade." The farm of 60 acres recently purchased is used only slightly for educational purposes.

Music: Four teachers are engaged in the music department.

Discipline: The supervision of the pupils is not effective. The boys' rooms were deficient in order and cleanliness.

Financial, 1912.—The books of the school were kept by the secretary of the board of regents. No financial records were kept at the school except the accounts of the boarding department, which is conducted by the president of the school on a private basis. Figures for the department could not be obtained and are omitted entirely from the following statement. The printed biennial report to the board of regents for 1911 and 1912 was the only summary of the financial operations available at the school. The following statement based upon the report gives the average annual income and expenditure for the period:

Income, excluding noneducational receipts.....	\$42, 162
Expenditures, less noneducational receipts.....	41, 620
Value of plant.....	226, 375

Sources of income: State appropriations, \$36,386; tuition and fees, \$1,760; Federal funds, \$3,125; balance, Federal funds from previous year, \$891. The noneducational receipts were from the farm and shops and amounted to \$537.

Items of expenditure: Salaries, \$25,491; fuel, light, and power, \$5,366; repairs, \$3,934; material, \$2,705; advertising and printing, \$796; summer school, \$750; equipment, \$703; expenses in connection with meetings of board of regents, \$654; library books, \$500; improvement of grounds, \$500; postage and stationery, \$256; diplomas, \$134; insurance, \$94; labor, \$67; commencement speaker, \$64; other expenses, \$145.

Plant.—Land: Estimated value, \$50,000. The school land comprises 80 acres, of which 25 are under cultivation. The grounds present a good appearance.

Buildings: Estimated value, \$145,000. The main building, a 4-story brick structure, contains chapel, classrooms and offices. The boys' dormitory and the girls' dormitory are 3-story brick structures; the industrial building is a 2-story brick structure, and a 2-story building is used for training school. There are also two cottages. The buildings are in good repair.

Equipment: Estimated value, \$31,375. Scientific apparatus, machinery, and furniture, \$25,000; books in library, \$5,000; live stock, \$1,375. Ample equipment for farm and shops is provided and the selection of books in the library is good, but the dormitory furniture is inadequate.

Recommendations.—1. That the mechanical and agricultural equipment be made effective parts of the educational plant.

2. That supervision of class attendance and dormitory discipline be improved.

3. That the boarding department be conducted by the school and related to the domestic science department.

4. That a cost-accounting system be installed and the books audited by an accredited accountant.

Date of visit: April, 1914. Facts verified, 1916.

MACON COUNTY.

	White.	Negro.
Population, 1910.....	29, 863	1, 004
Children 6 to 14 years of age.....	5, 590	172
Percentage illiterate.....	3. 4	21. 4

The rural population is 88.4 per cent of the total. The colored population is small both actually and relatively. Although the public school facilities are fairly good, the percentage of illiteracy is still high. Of the colored children, 6 to 14 years of age in 1910, 93 per cent were attending school.

MACON.

THE WESTERN COLLEGE AND INDUSTRIAL INSTITUTE.

President: Inman E. Page.¹

A secondary school with small elementary enrollment. It was founded in 1890 and is owned by a colored board of managers elected by the Missouri State Colored Baptist Convention. The school receives aid and supervision from the American Baptist Home Mission Society.

Attendance.—Total, 66; elementary 23, secondary 43; boarders, 20. Of the pupils reporting sex 26 were male, 25 female. The reported enrollment for the year was 116.

Teachers and workers.—Total, 11; all colored; male 4, female 7; grades 2, academic 4, office 2, music 2, matron 1.

Organization.—An elaborate organization, with academic, college-preparatory, college, theological, and industrial departments, is outlined in the catalogue. Only the elementary grades and one secondary course enroll pupils, however.

Elementary: Elementary work is done in the fifth, sixth, seventh, and eighth grades, and the so-called "subacademic" year.

¹ Elected since date of visit.

Secondary: The secondary course includes Latin, 3 years; English, 3; mathematics, 3; science, $4\frac{1}{2}$; history, 1; physiology, $1\frac{1}{2}$; education, 1; psychology and ethics, 1; methods and practice teaching, 1; reviews, $\frac{1}{2}$; agriculture, $\frac{1}{2}$.

Industrial: There is no systematic industrial instruction. Pupils are required to help in the care of the buildings and a few pay part of their expenses by working on the land.

Financial, 1912-13.—The accounts are kept in accordance with the requirements of the American Baptist Home Mission Society and a financial statement in good form is printed at the end of the year. According to the statement for 1912-13 the more important items were:

Income, excluding noneducational receipts.....	\$4,486
Expenditures, less noneducational receipts.....	4,463
Indebtedness.....	569
Value of plant.....	20,000

Sources of income: Tuition, \$1,192; colored churches and individuals, \$1,121; American Baptist Home Mission Society, \$1,000; Baptist conventions and associations, \$495; Woman's American Baptist Home Mission Society, \$400; white churches and individuals, \$118; other sources, \$160. The noneducational receipts were from the boarding department and amounted to \$2,553.

Items of expenditure: Salaries and wages, \$3,239; food supplies, \$1,183; repairs and renewals, \$425; general supplies, \$291; heat and light, \$207; traveling expenses, \$68; other expenses, \$1,130.

Plant.—Land: Estimated value, \$2,400. The land consists of 12 acres of city property. The grounds are fairly well kept.

Buildings: Estimated value, \$16,000. There are three 2-story buildings, two of frame and one of brick.

Movable equipment: Estimated value, \$1,600. The equipment consists largely of furniture for dormitory and classrooms. There is practically no shop equipment or scientific apparatus.

Recommendations.—In view of the fact that the few colored pupils in Macon County are adequately provided with public school facilities, the maintenance of a private school with a small boarding attendance is questionable. The continuation of the institution should be conditioned on the increase of out-of-town pupils, the strengthening of teacher-training, and the introduction of gardening and simple industrial training.

Dates of visits: April 21, 1914; January 27, 1915.

PETTIS COUNTY.

	White.	Negro.
Population, 1910.....	31,197	2,715
Children 6 to 14 years of age.....	5,362	445
Percentage illiterate.....	2.1	20.2

The rural population is 47.4 per cent of the total. The colored population is small, both actually and relatively. Although the public school facilities are fairly good, the percentage of illiteracy is still high. Of the colored children 6 to 14 years of age in 1910, 74.4 per cent were attending school.

SEDALIA.

GEORGE R. SMITH COLLEGE.

President: R. B. Hayes.¹

A small school with 73 pupils scattered in elementary, secondary and so-called college subjects. Its management is hampered by the elaborate organization. A boarding department is maintained.

In 1888 the first building was completed and the school was opened in 1894 by the Freedman's Aid Society. It is supported and supervised by that society.

Attendance.—Total, 73; elementary 10, secondary 57 (of whom 11 report college subjects), special students 6; male 31, female 42; from Sedalia, 13; from other parts of Missouri, 36; from other States, 24. There were 25 pupils boarding at the school. The reported enrollment for the year was 85.

Teachers and workers.—Total, 12; white 2, colored 10; male 4, female 8; grades 1, academic 6, girls' industries 2, music 1, commercial 1, office 1. Five of the teachers were trained at the school.

Organization.—Elementary: Three elementary grades are taught by one teacher and a student assistant.

Secondary: Secondary work is given in two courses—"college preparatory" with 17 pupils, and "normal" with 29. The college preparatory course includes: Latin, 3½ years; Greek or German, 2; English, 3; mathematics, 3; elementary science, 2; history and civics, 1½; Bible, 1; physiology, ½; music, ½. The normal course covers: Latin, 3 years; English, 3; mathematics, 3; elementary science, 2; history and civics, 1½; Bible, 1; physiology, ½; psychology and education, 1; methods, 1; practice teaching, ½; reviews, 1.

The so-called college classes continue the secondary work. The small teaching force and the preparation of the pupils do not warrant the effort to maintain college classes.

Industrial: A little sewing and cooking is given in the normal course. Work in gardening is also planned.

Financial, 1913-14.—The financial records are carefully kept and the business management economical. The more important items were:

Income, excluding noneducational receipts.....	\$8,520
Expenditures, less noneducational receipts.....	7,697
Value of school plant.....	59,000

Sources of income: Freedmen's Aid Society, \$5,261; tuition, \$1,635; general donations, \$639; contributions from colored conferences, \$231; contributions from teachers and students, \$131; other sources, \$623. The noneducational receipts amounted to \$2,229, of which \$2,122 was from the boarding department and \$107 from the farm.

Items of expenditures: Salaries of teachers and workers, \$4,300; old bills, \$1,946; supplies for boarding department, \$1,151; fuel, light, and water, \$875; sundries, \$794; repairs, \$512; student labor, \$348. Cash on hand and funds deposited for repairs amounted to \$823.

Plant.—Land: Estimated value, \$5,000. The school land comprises 28 acres, of which 26 acres are under cultivation. The grounds are in good condition and present a neat appearance.

¹ Elected since date of visit.

Building: Estimated value, \$50,000. The building is a large brick structure, four stories high, with basement. It contains 62 rooms, including the president's suite, teachers' rooms, and students' dormitories. It was in need of repair.

Movable equipment: Estimated value \$4,000. The movable equipment consists chiefly of furniture and limited farm equipment. The scientific apparatus and shop equipment are negligible.

Recommendation.—1. That the continuation of the institution be conditioned on the increase of out-of-town pupils, the strengthening of teacher training, and the introduction of gardening and simple industrial training.

2. That no attempt be made to do college work.

Date of visit: April, 1914. Facts verified, 1916.

PUBLIC HIGH SCHOOLS.

In addition to the private and higher schools already described there are two important public high schools in Missouri. Statements covering these schools follow.

KANSAS CITY.

KANSAS CITY PUBLIC HIGH SCHOOL.

Principal: J. R. E. Lee.

A well-managed public high school offering four years of secondary work and good industrial courses.

Attendance.—Total, 315; all secondary; male 112, female 203.

Teachers.—Total, 15; all colored; male 9, female 6.

Organization.—The secondary course is well arranged. Latin is only required in the first year, but may be elected in the other three. German is also elective. The course makes provision for instruction in science, history, English, and mathematics. Four years of industrial work are required. Domestic science and manual training are provided. Considerable work has been done recently in stimulating community interest through the churches and lodges.

Plant.—The plant, estimated value \$100,000, consists of a good brick building and modern equipment.

Date of visit: April, 1914.

ST. LOUIS.

ST. LOUIS PUBLIC HIGH SCHOOL.

Principal: F. L. Williams.

A well-managed public high school. In equipment, quality of work, and educational opportunities offered, this school stands first among the public high schools for colored people in the United States.

Attendance.—Total, 595; all secondary; male 197, female 398.

Teachers.—Total, 30; all colored.

Organization.—The secondary subjects are arranged on the elective system. The teachers are well selected, and the classroom work is excellent. The usual trades for boys are taught. Courses in domestic science and domestic arts are given for girls.

Plant.—The plant, estimated value \$330,500, consists of a city lot and an excellent brick building of modern construction. The equipment for teaching science and industry is excellent.

Dates of visits: April, 1914; January, 1915.

XIV. NORTH CAROLINA.

SCHOOL FACILITIES IN THE STATE.

There are 697,843 colored people in North Carolina, forming 31.6 per cent of the total population. They constitute 37 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 19.4 per cent between 1900 and 1910. As farmers, renting and owning land, they have charge of 3,121,827 acres; as farm laborers, they undoubtedly cultivate a much larger area of North Carolina soil. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 31.9 per cent of the persons 10 years of age and over and 16.6 per cent of the children 10 to 14 years of age, and the death rate is almost twice as high as that of the white people. Such a degree of illiteracy and ill health is certain evidence of extensive waste of economic resources and human energy. In view of these facts, it is important to note the following summary of the public-school facilities and educational needs of North Carolina as they are shown in the reports of the United States census and the State superintendent of public instruction:

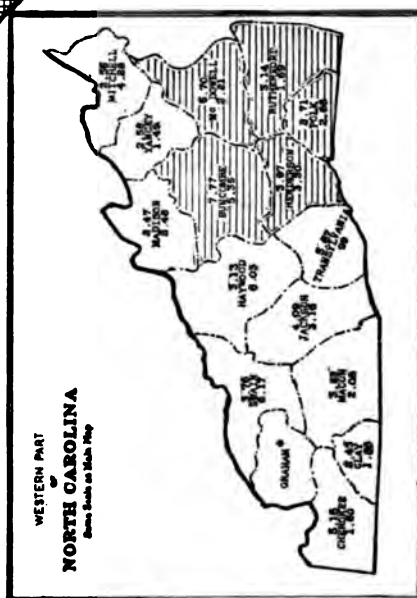
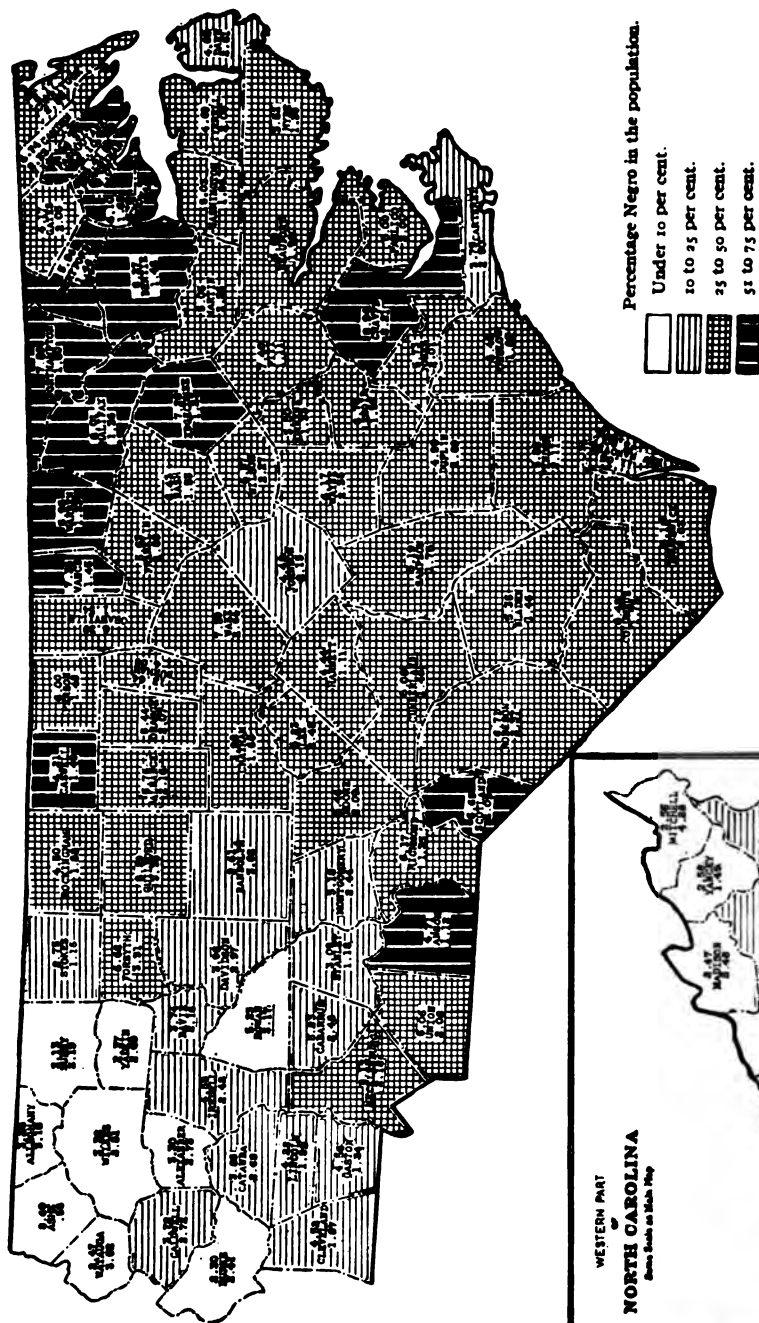
	White.	Negro.
Population, 1910.....	1, 500, 511	697, 843
Children 6 to 14 years of age, 1910.....	¹ 325, 555	169, 034
Teachers' salaries in public schools, 1910-11 ²	\$1, 715, 994	\$340, 856
Teachers' salaries per child, 6 to 14, in State.....	\$5. 27	\$2. 02
Percentage illiterate, 1910.....	12. 3	31. 9
Percentage living in rural communities, 1910.....	86. 5	83. 4

Public appropriations.—The public-school teachers of North Carolina received \$2,056,850 in salaries in 1910-11. Of this sum \$1,715,994 was for the teachers of 325,555 white children and \$340,856 was for the teachers of 169,034 colored children. On a per capita basis this is \$5.27 for each white child of school age and \$2.02 for each colored child. Map 20 presents these figures for each county in North Carolina, the proportion of Negroes being indicated by the shading. The inequalities are greatest in counties with the largest proportion of Negroes. The per capita sums for white children decrease and those for colored children increase, with considerable regularity, as the proportion of Negroes becomes smaller. The extent of this regularity appears in the following table, which shows the per capita expenditure for county groups, based on the percentage of Negro population:

County groups, percentage of Negroes in the population.	White school popula- tion.	Negro school popula- tion.	Per capita white.	Per capita Negro.
Counties under 10 per cent.....	58, 903	3, 180	\$3. 24	\$2. 74
Counties 10 to 25 per cent.....	101, 223	23, 249	4. 36	2. 48
Counties 25 to 50 per cent.....	139, 927	101, 467	6. 51	2. 09
Counties 50 to 75 per cent.....	25, 502	41, 138	6. 78	1. 82

¹ Excludes 1,934 children of foreign parentage.

² Although the appropriations for colored schools have increased since 1911, the salaries of white teachers have increased much more rapidly than those of colored teachers.



MAP 20.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN NORTH CAROLINA ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

The high per capita cost of white children in the "black belt" counties is partly explained by the fact that they are few in number and widely scattered. The smaller cost of schools for colored children is partly due to the lower wage scale of colored teachers and partly to the very limited provision for high-school education. It is apparent, however, that these explanations by no means account for the wide divergencies in the "black belt" counties. In addition to the \$1,715,994 appropriated for the teachers of white public schools, the State appropriated \$302,000 to maintain two normal schools and two institutions of higher learning. To the \$340,856 appropriated for colored public-school teachers the State added \$28,379 to maintain three colored normal schools and to supplement the income of the State Agricultural and Mechanical School, largely maintained by the Federal Government.

Private financial aid.—The deficiencies presented above in the expenditures for the education of the colored people largely explain the active campaigns for private schools since the Civil War. As a result of this activity the private schools have a property valuation of \$2,282,486, an annual income of \$262,032, and an attendance of 7,828 pupils, of whom 6,656 are in elementary grades. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. In North Carolina, however, the total expenditure of both public and private schools for colored people is far less than the expenditure for white teachers in public schools alone. In addition the income of the 13 large private white schools, as reported to the Bureau of Education, was \$494,181, as compared with \$262,032, the income of all colored private schools. A summary of the income and property of the private and higher colored schools grouped according to ownership is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.....	72	\$262,032	\$2,282,486
Independent.....	9	18,389	120,000
Denominational.....	63	243,643	2,162,486
State and Federal.....	4	49,394	265,100

According to this table practically all the private aid goes to denominational schools, the independent schools being small and few in number. The annual income of the colored schools owned by denominations whose membership is white, or largely so aggregates \$194,759, as against \$48,904 for those of the colored denominations. The property owned by the former group is valued at \$1,801,736, and that owned by the latter at \$360,750. Some of the schools owned by white denominations receive considerable sums of money from their colored members. The statistics of the State and Federal schools, with an income of \$49,394 and property valued at \$265,100, are in striking contrast with those of the private schools. In addition to the private aid indicated in the table, \$15,842 was appropriated for general supervision and special phases of education by the Jeanes Fund, Slater Fund, and the General Education Board.

While the total number of private schools is 72, only 30 play any important part in the educational activities of the State. Some of the remaining 42 may be justified on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The schools of the first group are described under their respective counties and their location is shown on

Map 21. The schools of the second group are summarized according to ownership and discussed at the end of this chapter. The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

Ownership of colored schools.	Number of schools.	Total attendance	Elementary.	Secondary.
Total private schools.....	72	17,828 ¹	6,656	1,087
Independent.....	9	597	537	60
Denominational.....	63	17,231	6,119	1,027
State and Federal.....	4	791	493	298

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that only about one-eighth of their pupils are of secondary grade and only 64 are in college classes.

Attendance.—The United States census reported 169,034 children 6 to 14 years of age, with 108,200 attending school. A study of the figures for the public and private schools shows that while a majority of the elementary colored pupils are in the public schools, the majority of the secondary and all the college pupils are in private schools. The majority of the white secondary pupils, however, are in public schools, while the white college students are about equally divided between public and private institutions.

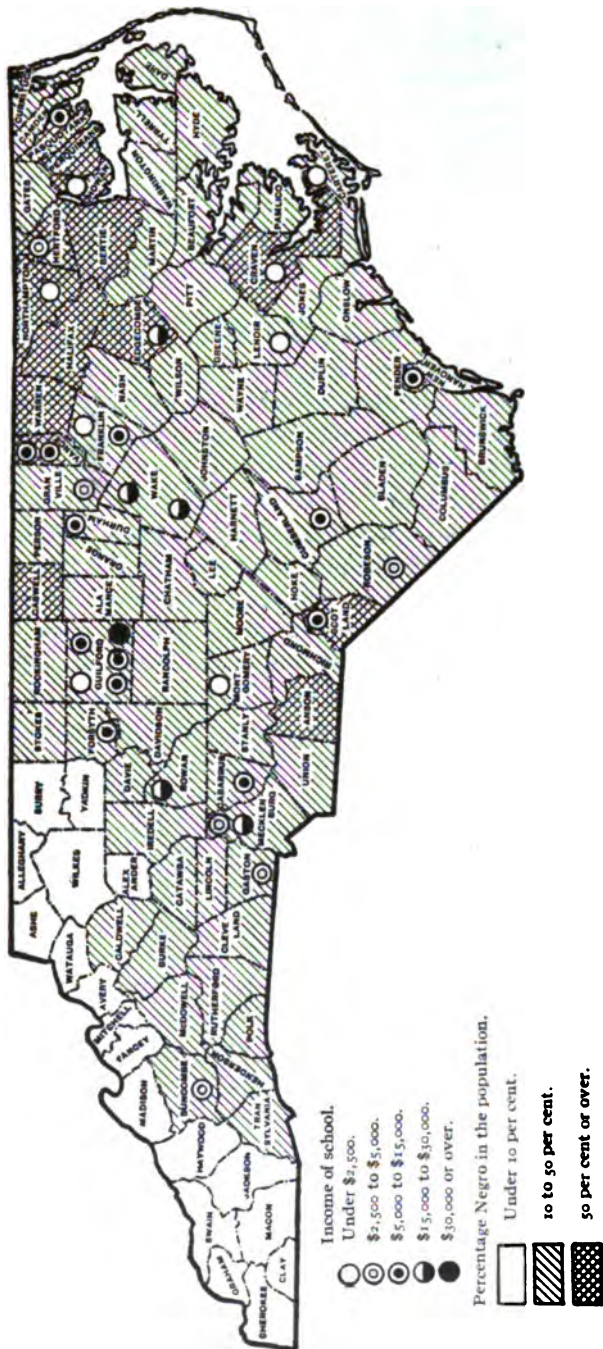
Elementary.—The inadequacy of the elementary school system for colored children is indicated by the fact that the attendance in both public and private schools is less than 65 per cent of the children of elementary school age. The average term of the public schools for North Carolina is 4.8 months. A study recently made by the State supervisor of colored schools indicates that many of the elementary teachers are very poorly prepared.

Secondary.—There are no four-year public high schools for colored people in North Carolina except the State Agricultural and Technical College and the three normal schools. Some high-school work is done in the city schools of Raleigh and Durham. Of the 1,385 colored pupils in secondary schools in North Carolina, 1,087 are in 28 private schools. Four-year courses are maintained in 11 of these schools, with 749 pupils. The secondary work of the remaining 17 schools varies from a few subjects above the elementary grades to a full three-year course. The courses of study of most of these schools follow closely the college preparatory or classical type. Many of them still require Greek and practically all of them make Latin the central subject. Very few make adequate provision for physical or social science.

College.—Shaw University is the only colored institution in North Carolina equipped to do college work. Livingstone College and Biddle University have some pupils in college classes. Several other schools outline college courses, but the work done is little more than advanced secondary work. Theological subjects are taught at Shaw University, Biddle University, and Livingstone College. Other institutions claim "theological" courses, but their work consists largely of lectures to local ministers who attend irregularly, or of a mixture of theological and academic subjects taught to pupils of elementary and secondary grade.

Teacher training.—The most urgent need of the colored schools in North Carolina is trained teachers. The supply now depends almost entirely upon the secondary schools,

¹ Includes 85 college and professional students.



MAP 21.—PRIVATE SCHOOLS FOR NEGROES IN NORTH CAROLINA.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

most of which are private institutions. Of these 10 offer fairly good courses in teacher training. Five others include one or two teacher-training subjects in their general course. To supplement these facilities, an effort is now being made to develop county training schools. Through the cooperation of the Slater Fund and the General Education Board with the State department of education, six of these schools are maintained.¹ As yet, however, their work is almost entirely of elementary grade. They are county centers at which some secondary and industrial training may be supplied to those who plan to teach in the rural schools. The pupils in the graduating classes of all the schools offering teacher training aggregate only about 350 pupils, an annual output obviously inadequate to meet the needs for teachers in a State with 697,843 colored people and 2,988 colored public-school teachers.

Industrial.—Only the Negro Agricultural and Technical College is equipped to teach trades. Because of the limited time assigned, the work, even in this school, is hardly more than manual training. Sixteen schools offer satisfactory industrial work in one or two lines and sixteen others are attempting to give manual training. Effective instruction in cooking and sewing for girls is provided in a number of private schools.

Agriculture.—The agricultural training of the colored people depends on the State Agricultural and Technical School and a few of the smaller schools. Four of the private schools in the State have farms on which the pupils are employed as laborers, the educational value of this labor varying with the institution. Ten private schools in the State have courses in gardening. Recently the State normal schools have recognized the value of a well-planned course in gardening and are introducing the subject.

Supervision.—Through the cooperation of the State department of education and the General Education Board a white supervisor is maintained for the colored schools. This supervisor travels over the State observing educational conditions and encouraging all efforts for improvement. The more important agencies with which he cooperates are the Jeanes and Slater Funds and the Rosenwald Rural School Building Fund. In the summer of 1914 summer schools were conducted by the State at the Negro Agricultural and Technical College and the Slater Normal School. Teachers' institutes were also held at several places.

Eighteen counties in the State had Jeanes Fund workers in 1914 and four others had similar workers supported by the Slater Fund. These supervising industrial teachers travel among the rural schools, introducing industrial work and helping to extend the influence of the school into the community. In the 18 counties where the work is carried on by the Jeanes Fund, the Fund contributed \$3,972, the counties appropriated \$1,875, and the supervisors raised \$8,732 by appeals to the people. A portion of the money raised was for the Rosenwald rural schools and the county training schools. With the financial help of the General Education Board these supervisors and other agents have organized "home-makers clubs" in 25 counties. These clubs, enrolling colored girls and their mothers, stimulate interest in gardening, cooking, sewing, canning, and other phases of home life. In the campaign for building better rural schoolhouses for colored children, \$1,215 was expended by the Rosenwald Fund.

Five of these are described in the county summaries. The sixth, Bertie County Training School, was opened in 1916.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary-school system. The only agencies able to meet this need are the State, the county, and the local public-school districts.

2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more summer schools and teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards.

3. More provision for instruction in gardening, household arts, and simple industries. In developing this work, counties should realize the possibilities of the Jeanes Fund industrial supervisors.

4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 80 per cent rural.

5. The maintenance of industrial high schools in cities.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

BUNCOMBE COUNTY.

	White.	Negro.
Population, 1910.....	41,814	7,982
Children 6 to 14 years of age, 1910.....	8,464	1,553
Teachers' salaries in public schools, 1910-11.....	\$67,429	\$8,323
Teachers' salaries per child 6 to 14 in county.....	\$7.97	\$5.36
Percentage illiterate, 1910.....	8.1	17.4

The rural population is 62.3 per cent of the total. The average length of the public-school term is 7 months for white pupils and 7.1 months for colored. The number of teachers is 210 in white schools and 36 in colored schools. The average attendance is 6,819 white pupils and 1,157 colored pupils.

These statistics indicate that the school facilities for colored people are fairly satisfactory. A Jeanes Fund supervising industrial teacher travels in the county and aids the teachers in rural schools to introduce industrial work and extend the influence of the school in the community. The city of Asheville furnishes good elementary schools. The Allen Industrial Home and School should give up elementary work, centering its efforts on home training for girls and teacher training.

ASHEVILLE.

ALLEN INDUSTRIAL HOME AND SCHOOL.

Principal: Miss Alsie B. Dole.¹

A girls' school of elementary and secondary grade. Good training in subjects relating to home life is provided for those who board at the home. A "Training School for Negro Deaconesses and Missionaries" was opened in 1914-15.

¹ White.

The school was established in 1887 and is owned by the Woman's Home Missionary Society of the Methodist Episcopal Church. The supervision is effective and the management economical.

Attendance.—Total, 240; all female; elementary 218, secondary 22; day pupils 198, boarders 42.

Teachers and Workers.—Total, 10; white 7, colored 3; all female; academic 6, industrial 2, others 2.

Organization.—Elementary: The day pupils have an eight-grade elementary course, with good instruction in sewing and cooking.

Secondary: The secondary work consists of three years of high-school subjects, including mathematics, history, English, and physiology, with effective training in cooking, sewing, laundry work, and general housework.

Financial, 1913-14.—The finances are carefully supervised by the home office in Cincinnati, and the business management is economical. The more important items were:

Income, excluding noneducational receipts.....	\$4,853
Expenditures, less noneducational receipts.....	4,853
Value of plant.....	20,000

Sources of income: Woman's Home Mission Society, \$4,174; tuition and fees, \$495; general donations, \$184. The noneducational receipts were from the boarding department and amounted to \$1,482.

Items of expenditure: Salaries, \$2,340; supplies, \$2,219; student aid, \$550; other expenses, \$1,226.

Plant.—Land: Estimated value, \$3,000. The land comprises a large lot near the business section of Asheville. The premises are neatly kept.

Building: Estimated value, \$15,000. The school building is an artistic stucco building with two stories and basement. The other building is a three-story frame structure, used for dormitory and teachers' home. It is old but substantially built and in fairly good repair.

Movable equipment: Estimated value, \$2,000. The equipment consists of good classroom and dormitory furniture and domestic-science apparatus.

Recommendations.—1. That the institution center its work on the training of deaconesses and missionaries for the Methodist Church and on teacher training for western North Carolina.

2. That the elementary grades be eliminated and the necessary arrangements for practice work be made with the city school authorities.

3. That provision for instruction in household arts be increased and the theory and practice of gardening made a part of the regular course.

Date of visit: April, 1915.

CABARRUS COUNTY.

	White.	Negro.
Population, 1910.....	20,145	6,095
Children 6 to 14 years of age, 1910.....	4,303	1,480
Teachers' salaries in public schools, 1910-11.....	\$22,566	\$3,596
Teachers' salaries per child 6 to 14 in county.....	\$5.24	\$2.43
Percentage illiterate, 1910.....	11.5	29.8

The rural population is 66.8 per cent of the total. The average length of the public-school term is 5.5 months for white pupils and 4.8 months for colored. The number of teachers is 104 in white schools and 29 in colored schools. The average attendance is 3,284 white pupils and 956 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Scotia Seminary has practically no local pupils and therefore does not affect the county situation materially.

CONCORD.

SCOTIA SEMINARY.

President: A. W. Verner.¹

A well-managed girls' school of secondary grade with a large elementary enrollment. Good home training is given in the dormitories.

The school was founded in 1866 by the Freedmen's committee of the General Assembly of the Presbyterian Church and is owned and supervised by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 270; elementary 221, secondary 49. Practically all the pupils are boarders. Of those reporting residence, 5 were from Concord, 160 from other places in North Carolina, and 105 from other States.

Teachers.—Total, 19; white 15, colored 4; male 1, female 18; academic 14, music 2, industrial 2, administration 1.

Organization.—Elementary: Elementary subjects are taught in the three preparatory years and in the first two years of the "seminary" course. The work is thorough.

Secondary: Secondary work is done in the last two years of the "seminary" course and in a higher course of three years. The course includes: English, 5 years; mathematics, 3; Latin, 3; science, 2½; history, 1; civics, ¼; physiology, 1; psychology and practice teaching, ½; Bible, 1. The instruction is thorough, but there is not sufficient provision for teacher training.

Industrial: Good instruction is provided in cooking and sewing. Theory and practice are combined in the household duties.

Financial, 1913-14.—The financial management is economical, but the book-keeping is not in accordance with accepted principles of accounting. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$12,012
Expenditures, less noneducational receipts.....	8,738
Value of plant.....	60,100

Sources of income: Presbyterian Board, \$9,816; music tuition, \$1,300; donations, \$896. The noneducational receipts were from the boarding department and amounted to \$15,754.

Items of expenditure: "Running expenses," \$18,576; salaries, \$5,916. Details were not available.

Plant.—Land: Estimated value, \$2,100. The land consists of 7 acres of city property. The general appearance is good.

¹ White.

Buildings: Estimated value, \$50,000. There are three large four-story brick buildings, all connecting. The buildings are substantial, but they are old-fashioned and without adequate protection against fire.

Movable equipment: Estimated value, \$8,000.

Recommendations.—1. That the work of the institution be strengthened by the reorganization of the curriculum to give more emphasis to teacher training, elementary science, and theory and practice of gardening.¹

2. That the institution enlarge its contact with the schools of the county and State.

Date of visit: December, 1914.

CARTERET COUNTY.

	White.	Negro.
Population, 1910.....	11,484	2,292
Children 6 to 14 years of age, 1910.....	2,297	515
Teachers' salaries in public schools, 1910-11.....	\$8,759	\$1,443
Teachers' salaries per child 6 to 14 in county.....	\$3.81	\$2.80
Percentage illiterate, 1910.....	13.5	32.6

The entire population is rural. The average length of the public-school term is 4 months for white pupils and 3.6 months for colored. The number of teachers is 53 in white schools and 6 in colored schools. The average attendance is 1,266 white pupils and 169 colored pupils.

There is evident need for strengthening the public-school facilities. The small colored population of the county does not, however, warrant the maintenance of a private school.

BEAUFORT.

WASHBURN SEMINARY.

Principal: M. N. Green.

A small elementary day school with a few high-school pupils taught in a building planned for a much larger enrollment.

The school was founded in 1865 by the American Missionary Association of the Congregational Church and is owned and supervised by that association.

Attendance.—Total, 46; elementary 36, secondary 10. The reported enrollment for the year was 88. The classroom work is fairly well done.

Teachers.—Total, 4; all colored; male 1, female 3.

Financial, 1913-14.—The finances are supervised by the American Missionary Association and the books kept in accordance with a simple system recently installed. The more important items for the year were:

Income, excluding noneducational receipts.....	\$1,731
Expenditures, less noneducational receipts.....	1,731
Value of plant.....	6,100

Sources of income: American Missionary Association, \$1,480; tuition and fees, \$217; other sources, \$34. The noneducational receipts were from sales of the industrial department and amounted to \$23.

Items of expenditure: Salaries, \$880; repairs, \$686; equipment and supplies, \$74; outside labor, \$51; heat, light, and water, \$34; student aid and labor, \$29.

¹ See recommendations in summary chapter, p. 22.

Plant.—Land: Estimated value, \$1,000. The land consists of a city lot.

Buildings: Estimated value, \$4,400. There is one large building used for general school purposes and a small shop building not in use.

Movable equipment: Estimated value, \$700. The equipment consists of classroom furniture and a little industrial equipment.

Recommendation.—That the plant be turned over to the public authorities on condition that they maintain the school for colored people.

Date of visit: May, 1914. Facts verified, 1916.

CHOWAN COUNTY.

	White.	Negro.
Population, 1910.....	5, 144	6, 159
Children 6 to 14 years of age, 1910.....	1, 104	1, 509
Teachers' salaries in public schools, 1910-11.....	\$6, 762	2, 447
Teachers' salaries per child 6 to 14 in county.....	\$6. 12	\$1. 62
Percentage illiterate, 1910.....	10. 6	25. 5

The rural population is 75.3 per cent of the total. The average length of the public-school term is 5.8 months for white pupils and 4.3 months for colored. The number of teachers is 30 in white schools and 24 in colored schools. The average attendance is 778 white pupils and 784 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. On account of the local political situation the school district of Edenton town has been so arranged that there are two public schools for Negroes, one within the local tax district and one outside. Neither of these schools is efficient. The Episcopal parochial school and the Baptist school are of slight educational value to the community. The Edenton Normal and Industrial Institute should be reorganized, centering its energies on more advanced work, so that pupils from the surrounding country may board and supplement the limited training received in the rural schools.

EDENTON.

EDENTON NORMAL AND INDUSTRIAL INSTITUTE.

Principal: G. W. McCorkle.¹

An elementary school with a few secondary pupils. Its class work and boarding department are in need of reorganization.

The school is owned and supported by the African Methodist Episcopal Zion Church and controlled by a self-perpetuating board of trustees.

Attendance.—Total, 109; elementary 93, secondary 16; boarders, 25. The reported enrollment for the year was 148.

Teachers.—Total, 5; all colored; male 1, female 4.

Organization.—Elementary: The elementary work covers eight grades. One hour a week is devoted to sewing. The classrooms were crowded.

Secondary: The 16 secondary pupils are taking a three-year high-school course of the college preparatory type. A little practice teaching is done by the students in the third year.

¹ Elected since date of visit.

Financial, 1913-14.—The more important financial items, as far as could be determined, were:

Income, excluding noneducational receipts.....	\$1,417
Expenditure less noneducational receipts.....	1,528
Indebtedness.....	2,500
Value of plant.....	3,550

Sources of income: African Methodist Episcopal Zion churches and conferences, \$792; tuition, \$200; entertainments and donations, \$425. The noneducational receipts were from the boarding department and amounted to \$700.

Items of expenditure: Salaries, \$1,080; supplies for boarding department, \$800; power, light, and heat, \$150; interest, \$148; other purposes, \$50.

Indebtedness: The indebtedness of \$2,500, secured by a mortgage on the school property, was reported to represent money borrowed to meet the running expenses of the school.

Plant.—Land: Estimated value, \$350. The land consists of one large town lot.

Buildings: Estimated value, \$3,000. There are two frame buildings, both in poor condition.

Movable equipment: Estimated value, \$200. The equipment consists of meager furniture for a few dormitory rooms and rough benches for seats in classrooms.

Recommendation.—Provision should be made for paying the debt, and the school should then be made a county training school.

Date of visit: December, 1914.

CRAVEN COUNTY.

	White.	Negro.
Population, 1910.....	11,279	14,310
Children 6 to 14 years of age, 1910.....	2,187	2,956
Teachers' salaries in public schools, 1910-11.....	\$19,965	\$6,558
Teachers' salaries per child 6 to 14 in county.....	\$9.13	\$2.22
Percentage illiterate, 1910.....	7.6	31.3

The rural population is 61.1 per cent of the total. The average length of the public school term is 6.2 months for white pupils and 4.8 months for colored. The number of teachers is 82 in white schools and 42 in colored schools. The average attendance is 1,875 white pupils and 1,466 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. The small private school in James City, just across the river from Newbern, should be continued only so long as the public schools are inadequate. As the public school in the city of Newbern is fairly good, the Eastern North Carolina Industrial School should abandon the attempt to do primary work and should center its energies on the higher elementary and secondary work for boarding pupils. It should be encouraged to develop as a central institution offering secondary, industrial, and teacher-training work.

NEWBERN.

EASTERN NORTH CAROLINA INDUSTRIAL ACADEMY.

President: William Sutton.

An elementary school with a few secondary pupils. Though crude in many ways, the school provides needed industrial training and boarding facilities for a few pupils in a thickly populated section.

The school was founded in 1901 by the principal and is owned and partially supported by the general connection of the African Methodist Episcopal Zion Church.

Attendance.—Total, 134; elementary 120, secondary 14; boarders, 30. The reported enrollment for the year was 150.

Teachers.—Total, 6; all colored; male 3, female 3.

Organization.—The elementary work is done in six grades and in the first year of the normal department. The secondary pupils cover about two years of high-school work. Latin is given in two years. The senior year includes Greek and moral philosophy. In the endeavor to cover 10 grades in nine years, short-time recitations are held. In spite of this rushing process, however, much of the teaching is good. A college course is outlined in the catalogue, but no pupils were enrolled. A few hours of practice teaching is required in the last year of the "normal" course.

The industrial work consists of broom making, done on a commercial scale, a little woodworking for boys, and some sewing for girls.

Financial, 1913-14.—As far as could be determined, the more important financial items were:

Income, excluding noneducational receipts.....	\$1,650
Expenditure, less noneducational receipts.....	1,650
Indebtedness.....	300
Value of plant.....	7,000

Sources of income: African Methodist Episcopal Zion general conference and district conference, \$1,450; donations and tuition, \$200. The noneducational receipts were from the boarding department and shops and amounted to \$400.

Items of expenditure: Salaries, \$1,200; repairs, \$300; running expenses, \$550.

Indebtedness: The indebtedness of \$300 was back salaries due teachers.

Plant.—Land: Estimated value, \$1,500. The land comprises five city lots on the edge of Newbern.

Buildings: Estimated value, \$5,000. There are three school buildings and the president's house, all small structures poorly built but in fairly good repair. The classrooms and girls' dormitories were clean.

Movable equipment: Estimated value \$500. The equipment consists of furniture for classrooms and dormitories and a little shop equipment.

Recommendations.—1. That the school abandon the elementary grades as soon as possible and center its energies upon industrial and teacher-training work of secondary grade.

2. That a higher standard of preparation for the high school be required.

3. That some of the vacant space in the lots be utilized to teach the pupils gardening.¹

4. That more attention be paid to the home life of the pupils in the dormitories.

Dates of visits: December, 1914; April, 1915.

CUMBERLAND COUNTY.

	White.	Negro.
Population, 1910.....	19,881	15,353
Children 6 to 14 years of age, 1910.....	3,977	3,824
Teachers' salaries in public schools, 1910-11.....	\$24,315	\$5,608
Teachers' salaries per child 6 to 14 in county.....	\$6.11	\$1.47
Percentage illiterate, 1910.....	11.1	30.8

The rural population is 80 per cent of the total. The average length of the public-school term is 5.5 months for white pupils and 4.4 months for colored. The number of teachers is 124 in white schools and 66 in colored schools. The average attendance is 3,541 white pupils and 2,794 colored pupils.

These statistics indicate the need of increased school facilities. The work of the public schools should be extended and strengthened. The city of Fayetteville should be urged to care for all the elementary pupils, so that the State Normal School may center its work on the secondary, industrial, and teacher-training subjects.

FAYETTEVILLE.

STATE COLORED NORMAL SCHOOL.

Principal: E. E. Smith.

A school of elementary and secondary grades with practice teaching. The only industrial work is for girls. There is no boys' dormitory, but a few boys live in small rented cottages.

The school was founded in 1877. It is one of three normal schools for colored people in the State and is controlled by a board of six trustees, who are prominent white men appointed by the State Board of Education.

Attendance.—Total, 227; elementary 174, secondary 53; male 114, female 113; boarders, 56.

Teachers.—Total, 7; all colored; male 3, female 4. The teachers are doing good work.

Organization.—Elementary: The eight elementary grades are well taught. On account of the limited teaching force, however, it is necessary to have two grades to a teacher. Student teachers of the senior normal year serve as assistants. The first year of the "normal" is also elementary.

Secondary: Secondary work is done in the last three years of the "normal" course. The course includes: Latin, 2 years; English, 3; elementary science, 1; history, 3; physiology, 1; mathematics, 1; physical geography, 1; music, 3; spelling, 2; writing, $\frac{1}{2}$; arithmetic, 2. Although the pupils in the lower secondary classes are poorly prepared, the inclusion of spelling, writing, and arithmetic in the secondary course tends to correct this condition. The time allotment and equipment for elementary science are inadequate.

¹ See recommendations in summary chapter, p. 22.

Financial, 1914-15.—As far as could be determined, the more important items were:

Income, excluding noneducational receipts.....	\$5, 544
Expenditures, less noneducational receipts.....	4, 930
Value of plant.....	38, 700

Sources of income: State appropriation, \$4,969; Slater Fund, \$300; tuition and fees, \$275. The noneducational receipts amounted to \$3,414, of which \$3,380 was from the boarding department and \$34 from the farm.

Items of expenditure: Salaries, \$3,880; student labor, exclusive of boarding department, \$2,300; supplies and labor for boarding department, \$1,444; heat, fuel, and water, \$350; repairs, \$250; advertising and printing, \$120.

Plant.—Land: Estimated value, \$4,000. The school owns 40 acres of land, of which 30 are cultivated and 10 acres used for campus.

Buildings: Estimated value, \$33,000. There are two two-story brick buildings owned by the school. Several cottages are rented for boys' dormitories.

Movable equipment: Estimated value, \$1,700. Of this \$1,500 is in furniture, \$100 in shop equipment, and \$100 in library books.

Recommendation.—That provision be made for more teacher training, manual training, theory and practice of gardening.¹

Date of visit: December, 1914. Facts verified, 1915.

DURHAM COUNTY.

	White.	Negro.
Population, 1910.....	22, 893	12, 383
Children 6 to 14 years of age, 1910.....	4, 365	2, 662
Teachers' salaries in public schools, 1910-11.....	\$56, 899	\$10, 828
Teachers' salaries per child 6 to 14 in county.....	\$13. 04	\$4. 07
Percentage illiterate, 1910.....	8. 2	31. 2

The rural population is 48.3 per cent of the total. The average length of the public-school term is 8.4 months for both white and colored pupils. The number of teachers is 125 in white schools and 44 in colored schools. The average attendance is 3,330 white pupils and 1,327 colored pupils.

The county needs additional school facilities, especially for elementary pupils. The city of Durham maintains a fairly good two-year high school.

DURHAM.

NATIONAL TRAINING SCHOOL.²

President: James E. Shepard.

A school of elementary and secondary grade. College and theological departments are announced, but on the day of visit there were only three pupils in college subjects

¹ See recommendations in summary chapter, p. 22.

² Because of the sale and reorganization of this school since the former visits to it in 1914 and 1915 and the claim that it is now in better condition than it was at that time, Dr. Samuel Paul Capen, the bureau's specialist in higher education, and Mr. John H. Higson, of the firm of Judson, Higson & Company, chartered accountants, 52 Wall Street, New York, were sent in response to a request of the president of the school to inspect and report upon its present condition and financial status, including its past financial history in so far as this could be obtained from the records. The statement here made is based on Dr. Capen's inspection of November, 1916, and Mr. Higson's report.

and three in the theological course. No teacher devotes full time to college work. Of the 110 pupils reporting home address, 52 were from Durham.

The school was established by the president in 1909 under the name of the National Religious Training School. In 1915 it was sold at auction to satisfy a large indebtedness and was bought by a group of former creditors incorporated as the "Golden Belt Realty Company." Up to the date of sale the school had a colored board of trustees, who exercised no authority in its affairs, and also a white advisory board. In May, 1916, the school was bought back from the Golden Belt Realty Company and the name changed to the National Training School. The property is now unencumbered. Under the present arrangement the president continues in office and some of the original creditors, who were also the incorporators of the Golden Belt Realty Company, are members of the trustee board.

Attendance.—Total, 123; elementary 39, secondary 60, college subjects 3, theological 3, commercial 6, specials in sewing 12.

Teachers.—Total, 18; all colored; male 8, female 10; academic 6, industrial 4, theological 2, music 1, office and administrative workers 2, matron and other workers 3.

Organization.—In addition to the usual elementary and secondary subjects, some instruction in commercial subjects is offered. The only industrial training is in cooking and sewing. The establishment of a college of arts and letters and a teachers' college is announced in the catalogue. As yet, however, the school has neither the teaching force nor equipment for this work. A theological course, with two full-time teachers, is maintained. Three pupils in theology were in attendance on the day the school was visited and an enrollment of 6 was reported. In view of the number of other and older schools having facilities for college and theological work, there would seem to be no need for work of either of these kinds in this school.

Financial.—A special investigation of the financial affairs of this institution made in November, 1916, by a chartered public accountant, showed that all financial records except a cash book for the period prior to May, 1916, had been destroyed, that no bank account had been kept by the school, and that the journal entries were obtained from the president's personal checks and memoranda. It was further shown that \$42,000 was claimed by the president to be due him for salary and cash advanced to the school. The report describes the present bookkeeping system as unsatisfactory.

A complete financial statement could not be obtained for any year subsequent to 1913-14. As far as could be determined the more important items for that year were:

Income, excluding noneducational receipts.....	\$6,325
Expenditures, less noneducational receipts.....	5,031
Value of plant.....	55,000

Sources of income: General donations, \$4,987; tuition and fees, \$1,338. The noneducational receipts were from the boarding department and amounted to \$2,968.

Items of expenditure: Salaries, \$2,564; interest, \$900; power, light, and heat, \$780; equipment, \$560; advertising and soliciting, \$480; outside labor, \$469; repairs, \$250; materials, \$192; student labor, \$160; other expenses, \$1,644.

Plant.—Land: Estimated value, \$15,000. The land comprises 32 acres, with 10 acres under cultivation. The school grounds were neat in appearance and indicated

that considerable money and labor had been expended in their improvement and beautification.

Buildings: Estimated value, \$35,000. There are several frame structures and a two-story brick-veneer building. Of the frame structures the women's dormitory, the administration building, the teachers' residence, and the president's house are two-story structures. The auditorium and dining room are of one story. The buildings are of good design and present a neat appearance.

Movable equipment: Estimated value, \$5,000. Of this, \$3,000 was in dormitory and classroom furniture, \$1,000 in farm equipments and live stock, \$700 in industrial equipment, and \$300 in library books.

Recommendation.—In view of the very recent reorganization of the school and its past failures, no recommendation can be made in regard to it.

EDGECOMBE COUNTY.

	White.	Negro.
Population, 1910.....	12,555	19,453
Children 6 to 14 years of age, 1910.....	2,556	4,618
Teachers' salaries in public schools, 1912.....	\$18,802	\$5,724
Teachers' salaries per child, 6 to 14, in county.....	\$7.36	\$1.24
Percentage illiterate, 1910.....	11.4	38.5

The rural population is 93.7 per cent of the total. The average length of the public-school term is 6.8 months for white pupils and 4.9 months for colored. The number of teachers is 69 in white schools and 44 in colored schools. The average attendance is 1,433 white pupils and 2,040 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Joseph K. Brick School provides a good central training institution where the pupils of this county and the surrounding counties may board and supplement the limited training received in the rural schools. The small independent school at Rocky Mount is of slight educational value to the community. This school is described in the summary of small independent schools for the State.

BRICKS.

J. K. BRICK AGRICULTURAL, INDUSTRIAL, AND NORMAL SCHOOL.

Principal: T. S. Inborden.

A school of elementary and secondary grade with some provision for industrial and agricultural instruction. The management is effective and the educational activities have exerted considerable influence on the surrounding community.

The institution was founded in 1895 by the American Missionary Association of the Congregational Church. It was made possible by the gifts of Mrs. Julia Elma Brewster Brick, of Brooklyn, N. Y.

Attendance.—Total, 260; elementary 213, secondary 47; male 128, female 132; boarders, 178. The reported enrollment for the year was 336.

Teachers.—Total, 19; all colored; male 7, female 12; grades 4, academic 4, agriculture 2, matrons and household arts 4, manual training 1, music 1, others 3.

Organization.—Elementary: The elementary work covers the usual eight grades.

Secondary: The four-year secondary course includes English, 4 years; mathematics, 3; Latin, 4; elementary science, 3; history, $2\frac{1}{2}$; economics, $\frac{1}{2}$.

Industrial: One teacher of manual training conducts classes for boys, beginning with the sixth elementary grade. Instruction in cooking and sewing also begins with the sixth grade. In the secondary classes the time required is five periods a week.

In the regular course industrial subjects are subordinated to the academic. A group of pupils known as the "work class" are engaged in manual work during the day and attend night school. Much of this work has educational value.

Agriculture: The school owns a large amount of land and cultivates over 100 acres, but the educational phase of the work is not emphasized. The theory of agriculture is taught in the seventh, eighth, and ninth grades. Some practice work in gardening is required in connection with this course.

Extension: The summer school for rural teachers and the farmers' conference have contributed much to the improvement of the county.

Financial, 1913-14.—The finances are supervised by the American Missionary Association and the books kept in accordance with a simple system installed recently by that association. The more important items were:

Income, excluding noneducational receipts.....	\$16,006
Expenditures, less noneducational receipts.....	16,006
Value of property.....	343,800

Sources of income: Endowment funds, \$8,821; donations, \$1,208; tuition and fees, \$1,071; American Missionary Association, \$988; other sources, \$3,918. The noneducational receipts amounted to \$11,657, of which \$7,260 was from the boarding department, \$3,779 from farm and shop sales, and \$618 from sale of books.

Items of expenditure: Supplies for boarding department, \$6,426; salaries, \$5,972; repairs, \$2,686; power, light, heat, and water, \$2,352; general supplies, \$2,156; equipment, \$1,222; student aid and labor, \$353; other expenses \$6,496.

Property: The property consists of \$153,800 in the school plant and \$190,000 in endowment.

Plant.—Land: Estimated value, \$60,000. The land comprises 1,129 acres. Of this, about 40 acres are used for campus, 140 acres cultivated by the school and 260 acres rented out.

Buildings: Estimated value, \$77,400. The academic and administration building is a recently erected, well-built three-story brick structure; Brewster Hall and Beard Hall are three-story brick buildings used for boys' dormitories; Benedict Hall, a three-story brick building, is used for girls' dormitory; the domestic-science building is a neat two-story building, partly of brick, used for dining room and domestic-science classes; the shop building is a two-story brick structure. There are also three neat two-story cottages for principal and teachers, a one-story frame building used as a laundry, a storehouse, barn, and other small structures. The buildings are provided with steam heat, running water, and fairly good fire protection. They are in good repair and the classrooms and dormitories are well kept.

Movable equipment: Estimated value, \$16,400. About half of this is in furniture. There is good shop and domestic-science equipment, some farm implements and live stock, and a small library.

Recommendations.—1. That teacher training and theory and practice of gardening be made part of the required course for pupils in the secondary grades.¹

2. That the cultivation of the farm be more closely related to the educational activities of the school.

Dates of visits: April, 1913; March, 1915.

FORSYTH COUNTY.

	White.	Negro.
Population, 1910.....	33,281	14,027
Children 6 to 14 years of age, 1910.....	6,579	2,754
Teachers' salaries in public schools, 1910-11.....	\$44,145	\$9,118
Teachers' salaries per child 6 to 14 in county.....	\$6.71	\$3.31
Percentage illiterate, 1910.....	10.9	30.7

The rural population is 52 per cent of the total. The average length of the public-school term is 6.2 months for white pupils and 6.2 months for colored. The number of teachers is 170 in white schools and 45 in colored schools. The average attendance is 4,585 white pupils and 1,412 colored pupils.

These statistics indicate the need for additional school facilities. The city of Winston-Salem maintains four good public schools for colored people, however. One of these is taught in connection with the Slater State Normal School and is used as a practice school for the teacher-training classes. There are no private schools outside of the city of Winston-Salem.

WINSTON-SALEM.

SLATER INDUSTRIAL AND STATE NORMAL SCHOOL.

Principal: S. G. Atkins.

A secondary school enrolling some elementary pupils. Its practice school is owned and operated by the city but supervised by Normal School teachers. Limited industrial work is done. The progressive management recently installed is handicapped by lack of funds.

The school was founded in 1895 and is controlled by a board of trustees appointed by the State board of education.

Attendance.—Total, 165; elementary 78, secondary 87; male 71, female 94; from Winston-Salem, 93; from outside the city, 72; boarders, 65. There were also 234 pupils enrolled in the practice school, which was a part of the city school system.

Teachers and workers.—Total, 10;² all colored; male 8, female 2; academic 5, boys' industries 1, girls' industries 2, agriculture 1, and an office assistant.

Organization.—Elementary: The six-grade practice school is taught by six teachers from the senior class. The other elementary work is done in the first two years of normal course.

Secondary: The work is done in the last two years of the "normal" and two "post-graduate" years.³ The course includes: Latin, 3 years; German, 1; algebra, 2; geometry, ½; English, 4; history, 2; pedagogy, 2; music, 1; and brief time in physical geography,

¹ See recommendations in summary chapter, p. 22.

² Six practice-school teachers furnished by the city are not included.

³ The second "post-graduate" year has been added since date of visit.

physics, agriculture, sewing, cooking, and manual training. The course is not strong in the teaching of hygiene, elementary science, and agriculture.

Financial, 1913-14.—The financial management is economical and the accounts are carefully kept.

Income, excluding noneducational receipts.....	\$5, 258
Expenditures, less noneducational receipts.....	4, 750
Value of plant.....	51, 700

Sources of income: State appropriations, \$4,600; Slater Fund, \$300; borrowed money, \$176; entertainments and Sunday-school collections, \$111; rents, \$30; diploma fees, \$17; other sources, \$24. The noneducational receipts amounted to \$4,853, of which \$4,236 was from board and tuition, which could not be shown separately, \$364 from farm and garden sales, \$100 from sale of house, and \$153 from other sources. In addition the State made a special appropriation of \$3,000 for improvements, all of which was expended.

Items of expenditure: Salaries, \$4,837; supplies for boarding department, \$1,833; fuel, light, and water, \$882; improvements and repairs, \$692; farm and garden supplies, \$416; furniture and equipment, \$410; advertising and soliciting, \$277; telephone and telegraph, \$77; rent, \$52; interest, \$47; other expenses, \$80.

Indebtedness: An indebtedness of \$12,000 was incurred before the school was taken over by the State. This debt is not secured by any lien on the school property. When the institution was made a State school the trustees assumed responsibility for its payment.

Plant.—Land: Estimated value, \$15,000. The school land comprises about 20 acres near the town limits. Of this, 15 acres are cultivated as farm and garden and 5 acres are used for campus.

Buildings: Estimated value, \$32,500. There are four buildings. The main building is a three-story brick structure used for classrooms, chapel, and girls' dormitory. The boys' dormitory is a two-story frame structure with 16 rooms. Other frame structures are the office building and the president's house. The buildings are without adequate fire protection.

Movable equipment: Estimated value, \$4,200. Of this, \$1,960 was in furniture, \$1,000 in library books and fixtures, \$640 in farm implements, and \$600 in shop equipment.

Recommendation.—With the city operating a six-grade practice school on the grounds the best organization for the Slater School is that of the "six-and-six" plan, with all grades of the high school doing departmental work. The last two years should be considered as part of the high-school course and not as "post-graduate academic." The present curriculum should be strengthened in accordance with modern ideas of teaching history, the social and natural sciences, and gardening.

Date of visit: April, 1915.

FRANKLIN COUNTY.

	White.	Negro.
Population, 1910.....	13, 126	11, 564
Children 6 to 14 years of age, 1910.....	2, 790	2, 975
Teachers' salaries in public schools, 1910-11.....	\$15, 745	\$5, 013
Teachers' salaries per child 6 to 14 in county.....	\$5. 64	\$1. 69
Percentage illiterate, 1910.....	11. 4	32. 9

The entire population is rural. The average length of the public-school term is 5.4 months for white pupils and 4.9 months for the colored. The number of teachers is 85 in white schools and 51 in colored schools. The average attendance is 2,057 white pupils and 1,475 colored pupils.

These statistics indicate the need for increased public-school facilities. The work of the elementary schools should be extended and strengthened. The existing need does not justify, however, the concentration of six private schools in the towns of Louisville and Franklinton. With the exception of Christian College and Albion Academy, all of these schools are doing elementary work of low grade and are of little value to the community. The Episcopal parochial, Presbyterian parochial, local Baptist, and Independent schools are described in the summaries of small schools for the State. The Christian College could be developed to meet local needs. The Presbyterian Board of Missions does not seem justified in operating the Albion Academy on its present scale when the Mary Potter Memorial School, in Granville County, is so close at hand.

FRANKLINTON.

ALBION ACADEMY.

Principal: John A. Savage.

An elementary school with a few secondary pupils and a small boarding department.

The school was founded by the Presbyterian Board of Missions for Freedmen and it is owned and controlled by that board.

Attendance.—Total, 198; elementary 155, secondary 43. Of the secondary pupils 15 were boys and 28 girls; all but 6 were from outside of Franklinton. A boarding department is maintained. The reported enrollment for the year was 347.

Teachers.—Total, 11; all colored; male 2, female 9.

Organization.—Elementary: The elementary grades, enrolling most of the pupils, are poorly taught.

Secondary: The secondary work covers three years. The course includes: Mathematics, 3 years; English, 3; physical geography, 1; elementary science, 1; history, 2; sociology, $\frac{1}{2}$. Students may elect three years of Latin, two years of Greek, and one year of psychology. It will be noted that this course is weak in science and omits such important subjects as teacher training, hygiene, and botany.

Industrial: There is almost no systematic industrial training for boys. A few pupils receive instruction in shoemaking. The girls have fairly satisfactory instruction in cooking and sewing.

Discipline: The appearance of the grounds and boys' buildings indicates the need of better supervision.

Financial, 1914-15.—The accounts are kept in accordance with the requirements of the Board of Missions for Freedmen. The more important items for the year were:

Income, excluding noneducational receipts.....	\$6, 169
Expenditure less noneducational receipts.....	6, 169
Value of plant.....	42, 700

Sources of income: Board of Missions for Freedmen, \$5,109; donations, \$781; tuition, \$279. The noneducational receipts amounted to \$4,825. Of this, \$4,630 was from the boarding department and \$195 from the farm.

Items of expenditure: Supplies for boarding department, \$5,869; salaries, \$2,765; general supplies, \$989; repairs, \$690; outside labor, \$389; equipment, \$207; books and stationery, \$85.

In addition to the appropriation for salaries and current expenses, the Board of Missions appropriated \$3,913 for new buildings and heating plant.

Plant.—Land: Estimated value, \$12,000. The school owns 60 acres of land, 40 acres of which are cultivated. The grounds are bare and could be greatly improved by trees and regular walks.

Buildings: Estimated value, \$25,700. There are five frame buildings in good repair. The dormitories and classrooms are not well kept.

Movable equipment: Estimated value, \$5,000. Of this about \$3,000 is in furniture and the remainder in the heating plant, farm implements, and live stock.

Recommendations.—Since there are several other schools in the vicinity, this school should look to consolidation with one of the other schools supported by the Presbyterian board.

Date of visit: December, 1914. Facts verified, 1915.

CHRISTIAN COLLEGE.

Principal: H. E. Long.

A school of elementary grade with few pupils in secondary and theological subjects. The institution was reopened last year in a new building valued at \$50,000. Six teachers, all colored, are employed. The attendance is 106. Dormitory rooms for boys and girls are provided.

The school was founded in 1878 by the American Christian Convention. The original building located in the town of Franklinton was recently sold to the public-school authorities. The institution is owned and largely maintained by the American Christian Convention.

Financial, 1914-15.—As far as could be determined the more important items for the year were:

Income, excluding noneducational receipts.....	\$2,300
Expenditures, less noneducational receipts.....	1,910
Indebtedness.....	3,000
Value of property.....	70,000

Sources of income: American Christian Convention and donations, \$1,200; endowment funds, \$800; tuition and fees, \$300. The noneducational receipts were from the farm and amounted to \$200. The school also expended \$3,000 for equipment.

Items of expenditure: Salaries, \$1,530; power, light, and heat, \$250; interest, \$180; supplies and other expenses, \$150.

Indebtedness: The indebtedness represents unpaid sums on the new building.

School property: The property consists of \$58,000 in the plant and \$12,000 in endowment.

Plant.—Land: Estimated value, \$5,000. The land comprises 83 acres, of which about two-thirds are cultivated and the remainder used for school campus.

Buildings: Estimated value, \$50,000. The building is a new four-story and basement structure of cement block construction, with dormitories on the third and fourth floors.

Movable equipment: Estimated value, \$3,000, of which \$1,550 was in academic classroom furniture equipment, \$900 in farm implements, \$400 in shop tools, and \$150 in boarding department equipment.

Recommendations.—1. That cooperation with the public-school authorities of the county be established and the school developed as a county training school.

2. That teacher training and theory and practice of gardening be made part of the regular course.¹

3. That the teaching of cooking and sewing be correlated with the management of the school boarding department and dormitory.

4. That an accounting system be installed and an annual audit made by an accredited accountant.

Date of visit: December, 1915.

GASTON COUNTY.

	White.	Negro.
Population, 1910.....	28, 561	8, 502
Children 6 to 14 years of age, 1910.....	6, 157	2, 172
Teachers' salaries in public schools, 1910-11.....	\$28, 131	\$2, 927
Teachers' salary per child 6 to 14 in county.....	\$4. 57	\$1. 35
Percentage illiterate, 1910.....	14. 5	33. 3

The rural population is 83.5 per cent of the total. The average length of the public-school term is 6.2 months for white pupils and 4 months for colored. The number of teachers is 131 in white schools and 37 in colored schools. The average attendance is 3,879 white pupils and 1,389 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. Lincoln Academy, located in Gaston County, could provide the facilities of a central training school for the counties of Gaston and Cleveland.²

KINGS MOUNTAIN.

LINCOLN ACADEMY.

Principal: I. Alva Hart.³

An elementary school with a few high-school pupils doing good work in a rural community.

The institution was founded in 1892 by Miss E. C. Prudden and is owned and supported by the American Missionary Association of the Congregational Church.

Attendance.—Total, 120; elementary 116, secondary 4; boarders, 49. The reported enrollment for the year was 237.

Teachers and workers.—Total, 12; white 7, colored 5; male, 3, female 9; grades 6, girls' industries 2, boys' industries 1, agricultural 1, music 1, matron, 1.

¹ See recommendations in summary chapter, p. 22.

² The school is on the county line. In fact, while it is located in Gaston County, its post-office address is Kings Mountain, Cleveland County.

³ White; appointed since date of visit.

Organization.—The classroom work covers nine grades. The ninth grade includes English, Latin, algebra, botany, chemistry, and industrial courses. The teaching is well done.

Instruction in cooking and sewing is provided for the girls. Because of lack of equipment the manual training is of little value. There is some work in agriculture.

Financial, 1913-14.—The finances are supervised by the American Missionary Association and the accounts kept in accordance with a simple system recently installed by that association. The more important items for the year were:

Income, excluding noneducational receipts.....	\$4, 530
Expenditures, less noneducational receipts.....	4, 530
Value of plant.....	20, 720

Sources of income: American Missionary Association, \$3,405; donations, \$529; public funds, \$145; tuition and fees, \$122; other sources, \$329. The noneducational receipts amounted to \$2,755, of which \$1,990 was from the boarding department and \$765 from farm and shop sales.

Items of expenditure; Salaries, \$3,162; supplies for boarding department, \$1,726; equipment, \$467; repairs, \$360; general supplies, \$356; heat, light, and water, \$318; student aid and labor, \$232; other sources, \$664.

Plant.—Land: Estimated value, \$3,320. The land comprises about 80 acres. A part of this is cultivated.

Buildings: Estimated value, \$14,500. The buildings are all frame structures. They include a four-story central school building, a three-story girls' dormitory, a four-story boys' dormitory, a two-story building used for dining room and kitchen, a small two-story shop building, a laundry building, three cottages for teachers, and a barn. The rooms were well kept but some of the buildings were in need of repair.

Movable equipment: Estimated value, \$2,900. The equipment consists chiefly of furniture, with some apparatus for shop work and domestic science.

Recommendation.—That increased emphasis be given to teacher training and industrial courses adapted to the needs of rural sections of the State.

Date of visit: December, 1914. Facts verified, 1916.

GRANVILLE COUNTY.

	White.	Negro.
Population, 1910.....	12, 859	12, 239
Children 6 to 14 years of age, 1910.....	3, 000	3, 320
Teachers' salaries in public schools, 1910-11.....	\$19, 271	\$5, 135
Teachers' salaries per child 6 to 14 in county.....	\$6. 42	\$1. 54
Percentage illiterate, 1910.....	10. 1	34

The rural population is 88 per cent of the total. The average length of the public-school term is 5.6 months for white pupils and 4.7 months for colored. The number of teachers is 98 in white schools and 48 in colored schools. The average attendance is 1,881 white pupils and 1,481 colored pupils. These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Mary Potter School at Oxford furnishes a good central institution where pupils may board and supplement the training given in the rural schools.

OXFORD.

MARY POTTER MEMORIAL SCHOOL.

President: G. C. Shaw.

A school of elementary and secondary grade giving good home training. It was founded in 1890 as a parochial school of the Presbyterian Board of Missions for Freedmen. It is owned and controlled by that board. A mixed board of trustees acts in an advisory capacity.

Attendance.—Total, 460; elementary 427, secondary 33. Of the pupils above the eighth grade 31 were male and 63 female; 33 were from Oxford, 47 from other places in North Carolina, and 14 from other States. There were 151 boarding at the school.

Teachers and workers.—Total, 14; all colored; male 5, female 9; grades 5, academic 3, girls' industries 2, boys' industries 1, music 1, matrons 2.

Organization.—Elementary: Elementary work is done in the regular eight grades and in the first two years of the "normal" course. Latin and algebra are included in the last year. The classes are crowded.

Secondary: The secondary work is done in the last two years of the "normal" course. The course includes: Latin, 1½ years; Greek, 1; English, 2½; mathematics, 2; science, 1; history, 1½; civics, ½; agriculture, ½; methods, ½; Bible, ½, and music, ½. The course is deficient in teacher training and elementary science.

Industrial: The industrial work for boys is irregular. The shop is equipped with several benches, but these are only slightly used. The farm land is cultivated on a commercial basis. Fairly good instruction in cooking and sewing is provided and all girls above the fourth grade are required to take some training in these subjects.

Financial, 1913-14.—The financial management is honest, but the bookkeeping system is inadequate. The more important items were:

Income, excluding noneducational receipts.....	\$4,058
Expenditures, less noneducational receipts.....	4,778
Indebtedness.....	520
Value of plant.....	52,925

Sources of income: Freedmen's Board, \$3,517; tuition and fees, \$501; donations, \$40. The noneducational receipts were from the boarding department and amounted to \$5,796.

Items of expenditure: Supplies for boarding department, \$5,603; salaries, \$2,640; fuel and light, \$469; labor, \$270; printing and advertising, \$128; books and stationery, \$65; other expenses, \$1,399. The deficit for the year was \$720.

Indebtedness: The indebtedness represented money due for the current expenses of the school.

Plant.—Land: Estimated value, \$9,000. The land consists of a farm of 70 acres valued at \$4,000 and 16 acres of city property used for school grounds, valued at \$5,000.

Buildings: Estimated value, \$40,350. There are on the school grounds five large frame buildings, one brick building three stories high, and three cottages. The brick building is comparatively new; the other buildings, though old, are in reasonably good repair.

Movable equipment: Estimated value, \$3,575. Furniture, \$2,500; farm equipment and live stock, \$900; shop equipment, \$100; library books, \$75.

Recommendations.—1. That the Presbyterian board endeavor to have the public school authorities provide for the large local enrollment of elementary pupils.

2. That more provision be made for teacher training, elementary science, theory and practice of gardening, and manual training.¹

Date of visit: December, 1914. Facts verified, 1916.

GUILFORD COUNTY.

	White.	Negro.
Population, 1910.....	45, 115	15, 379
Children 6 to 14 years of age, 1910.....	8, 662	3, 334
Teachers' salaries in public schools, 1910-11.....	\$73, 573	\$11, 198
Teachers' salaries per child 6 to 14 in county.....	\$8. 49	\$3 36
Percentage illiteracy, 1910.....	7. 8	24. 2

The rural population is 58 per cent of the total. The average length of the public-school term is 6.9 months for white pupils and 6.1 months for colored. The number of teachers is 261 in white schools and 60 in colored schools. The average attendance is 7,237 white pupils and 1,723 colored pupils.

These statistics indicate a need for additional school facilities. A Jeanes Fund supervising industrial teacher travels in the county and aids the teachers in rural schools to introduce industrial work and extend the influence of the school into the community. In the northern portion of the county the board of education is cooperating with the Palmer Memorial Institute in developing a central rural school where pupils may board and receive instruction in industrial work and teacher training. In the southern portion of the county the Normal and Industrial School at High Point is another center where pupils may board and supplement the training given in the rural schools. The three schools in the city of Greensboro differ widely from each other. The Agricultural and Technical College is the State school for colored boys. The Lutheran College is maintained for denominational purposes, and Bennett College is the only school maintained by the Freedmen's Aid Society in North Carolina.

GREENSBORO.

BENNETT COLLEGE.

President: Frank Trigg.²

A secondary school with large elementary enrollment. Administrative difficulties have hampered the work. The school was founded in 1873 by the Freedmen's Aid Society and chartered in 1889. It is owned and controlled by that society. Kent Home is maintained in connection with the college.

Attendance.—Total, 312; elementary 235, secondary 77; male 102, female 210. Of the 110 pupils above the seventh grade, 48 were from Greensboro, 52 from other parts of North Carolina, and 10 from other States; 53 were boarders.

Teachers and workers.—Total, 12;³ all colored; male 6, female 6; grades 3, academic 7, matron 1, registrar 1.

¹ See recommendations in summary chapter, p. 22.

² Elected since date of visit.

³ Not including 3 workers in Kent Home.

Organization.—Elementary: The elementary grades are taught by three teachers and student assistants.

Secondary: The secondary pupils are divided into two groups—"college preparatory" with 17 pupils and "normal" with 46. The college preparatory course covers: Latin, 4 years; German, 1½; English, 3; mathematics, 2½; science, 3½; history and civics, 3; Bible, 1. The normal course includes: Latin, 2 years; English, 3; mathematics, 2; elementary science, 1½; history and civics, ½; physiology, ½; agriculture, ½; psychology and education, 1; methods, 1; practice teaching, ½.

The college subjects reported are not warranted in view of the small attendance (10 pupils) and the limited teaching force (7 teachers each with a full program of secondary classes). Cooking and sewing are provided for the girls by the Kent Home teachers. A little gardening has recently been introduced.

Financial, 1913-14.—The more important financial items were:

Income, excluding noneducational receipts.....	\$6,000
Expenditures, less noneducational receipts.....	6,050
Value of plant.....	44,500

Sources of income: Freedmen's Aid Society, \$3,747; tuition and fees, \$1,563; general donations, \$50; other sources, \$640. The noneducational receipts were from the boarding department and amounted to \$3,720.

Items of expenditure: Salaries, \$4,069; supplies, \$2,433; student aid, \$50; other items, \$3,218.

Plant.—Land: Estimated value, \$18,600. The land consists of 37 acres within the city limits. Of this about 20 acres are under cultivation.

Buildings: Estimated value, \$22,900. The central building is a four-story brick structure used for office, library, classrooms, dining room, and girls' dormitory. Carolina Hall contains chapel and boys' dormitories. A president's house has recently been erected. Two large frame structures are used for the industrial building and laundry.

Movable equipment: Estimated value, \$3,000. The equipment consists mostly of furniture. The scientific apparatus and farm equipment are inadequate.

Recommendations.—1. That the plan to make this a school exclusively for girls be encouraged.

2. That the training of teachers be the central aim.

3. That the courses in gardening and home economics be made a part of the regular course.¹

4. That the school authorities endeavor to have the city of Greensboro take over the large enrollment of local elementary pupils.

Date of visit: March, 1915.

KENT HOME OF BENNETT COLLEGE.

Superintendent: Mrs. M. L. Donelson.²

A home school for girls, owned and supported by the Woman's Home Missionary Society of the Methodist Episcopal Church. The work is thorough and the management effective. The work of the home is a part of the educational activities of Bennett College.

¹ See recommendations in summary chapter, p. 22.

² White.

Attendance.—Total, 140; boarders, 38.

Teachers and workers.—The teachers were three earnest white women, well trained for their work.

Organization.—The girls who board in the home receive training in sewing, cooking, and household care. Instruction in sewing and cooking is also provided for the girls in Bennett College whose schedule of literary classes permits this work.

Financial, 1913-14.—The finances are carefully supervised by the home office in Cincinnati, and the business management is economical. The more important items were:

Income, excluding noneducational receipts.....	\$2, 635
Expenditures, less noneducational receipts.....	2, 418
Value of plant.....	13, 000

Sources of income: Woman's Home Missionary Society, \$1,860; donations, \$75; other sources, \$700. The noneducational receipts were from the boarding department and amounted to \$80.

Items of expenditure: Salaries, \$880; student aid, \$800; supplies, \$200; traveling expenses, \$138; other expenses, \$400.

Plant.—Land: Estimated value, \$1,000. The land comprises about half an acre. The premises are well kept.

Buildings: Estimated value, \$11,000. The building is a neat three-story brick structure. It is clean and well kept.

Movable equipment: Estimated value, \$1,000. The equipment consists of good furniture and domestic science apparatus.

Recommendation.—That the work be encouraged and made a more vital part of Bennett College.

Date of visit: March, 1915.

NEGRO AGRICULTURAL AND TECHNICAL COLLEGE.

President: J. B. Dudley.

A school of secondary grade with four elementary classes. The industrial and agricultural departments are well planned, but the work is loosely administered. The attendance is limited to men.

The school was established by the North Carolina Legislature in 1891, and until 1915 was known as the "Agricultural and Mechanical College for Negroes." The act of establishment declares the leading object of the institution to be "instruction in agriculture and mechanic arts and such branches of learning as relate thereto." The school receives Federal funds for agricultural and mechanical education. It is controlled by a board of 15 white trustees elected by the General Assembly.

Attendance.—Total, 150; all male; elementary 60, secondary 90. Many of the students board at the school. The reported enrollment for the year was 240.

Teachers and workers.—Total, 26; all colored except the treasurer; academic 7, trades 8, agriculture 5, other workers 6.

Organization.—Elementary: Elementary work is done in the four years of the "trade school," corresponding to grades 4 to 8. This gives those who have had but little

elementary training an opportunity to learn trades. The course comprises grammar, arithmetic, geography, United States history, physiology, and civics.

Secondary: Secondary work is done in the four years of the so-called college. The course includes: Mathematics, $2\frac{1}{2}$ years; English, $2\frac{1}{2}$; elementary science, 2; history and civics, 1; bookkeeping, 1. Each pupil takes subjects relating either to agriculture or industries.

Industrial: The equipment and teaching force for industrial work are adequate. Each pupil must devote 15 to 18 hours a week to this work. All students are required to divide their first year among the trades taught. Following this a student spends three years in the trades of his choice. The trades are carpentry, with 12 pupils; brick masonry, 7; machinery, 10; blacksmithing, 8; broom making, 6. Much of the work is only manual training. The trade work includes general repairs to buildings and the erection of new buildings. The wood-turning shop is a factory for making broom handles, chair rails, and baseball bats. The industrial work is done with fair thoroughness, mainly with a direct commercial end in view. The weekly time allotment is not sufficient to produce a tradesman in three years. There is further weakness due to the irregularity of some of the students and the failure to require all students to take full time before graduation.

Agriculture: The agricultural department is well equipped and the teachers are prepared for their work, but lax organization results in considerable waste of time and equipment. The laboratories contain apparatus for testing milk and soils and for bacteriological cultures. Physics and chemistry are taught in this department. The dairy barn, greenhouse, poultry yards, and garden plats are on the campus. The school farm of 100 acres is located about a mile from the school. It has a brick house for the farmer and farm pupils, barns, and farming implements. For elementary pupils electing agriculture a three-year course has been arranged. This course consists of 10 hours a week of practice work, divided equally among the dairy, the greenhouse, and the farm. For the secondary agricultural pupils a three-year course is offered. The pupils have practice in the different divisions of farm activities. Instruction is also given in the theory of horticulture, botany, agronomy, animal husbandry, and soil chemistry.

Discipline: The plan for supervising the dormitories is good, but it is not systematically enforced. The other buildings, especially the offices, are not clean.

Financial, 1914-15.—The treasurer, who resides in the city, has control of all funds and keeps the books. The bursar on the grounds collects students' fees and deposits and turns them over to the treasurer. The system of keeping the books and handling school funds is complicated and unsatisfactory. Although 40 or 50 financial forms are used, it is impossible to ascertain without considerable difficulty the actual cost of operation during any month, the amount of cash on hand, and the amount of outstanding bills.

The more important items for the year, as given by the treasurer, were:

Income, excluding noneducational receipts.....	\$32, 518
Expenditures, less noneducational receipts.....	47, 890
Indebtedness.....	10, 500
Value of plant.....	129, 700

Sources of income: Federal Government, \$16,500; State, \$13,750; tuition and fees, \$1,956; other sources, \$312. The noneducational receipts amounted to \$20,210, of which \$8,957 was from the boarding department, \$5,813 from the farm and dairy, and

\$5,440 from the shop. In addition to this the products used by the school amounted to \$8,072, of which \$6,446 was from the trade school, \$1,514 from the farm and dairy, and \$112 from the boarding department.

Items of expenditure: Salaries, \$22,200; materials, \$11,200; student labor, \$10,000; repairs, \$5,500; power, light, and heat, \$3,200; outside labor, \$2,700; equipment, \$2,680; advertising and soliciting funds, \$1,950; miscellaneous, \$8,670.

Indebtedness: Of the indebtedness, \$8,000 was bills payable on interest, \$2,000 was accounts payable for equipment and supplies, and \$500 was owed for miscellaneous purposes.

Plant.—Land: Estimated value, \$22,000. The school owns 129 acres, of which 110 acres are cultivated. Very little had been done to beautify the campus, but at the time the school was visited effort was being made to correct this condition.

Buildings: Estimated value, \$80,000. There are four main buildings and several smaller ones. The main buildings are of brick and well constructed; they are inadequately protected from fire, however. The dormitories are well supervised and in good condition.

Movable equipment: Estimated value, \$27,700. Of this \$7,900 was in shop equipment, \$7,000 in farm equipment and live stock, \$6,100 in furniture, \$4,000 in library books, and \$2,700 in scientific apparatus.

Recommendations.—1. That the organization and equipment be more effectively used. To this end supervision should be improved and the students be made to conform to the regular courses of instruction.

2. That the secondary course be strengthened in history, physiology, and teacher training.

3. That the business management adopt an annual budget and adhere strictly to it, install a cost-accounting system, and exact an annual audit by an accredited accountant.

4. That a matron be employed who shall give her whole time to the home life of the institution.

Dates of visits: April, 1913; November, 1914; March, 1915.

IMMANUEL LUTHERAN COLLEGE.

President: F. Berg.¹

A school of elementary and secondary grade maintained for the purpose of preparing colored Lutheran preachers and missionaries. The organization and discipline are ineffective.

The school was founded in 1903 by the Evangelical Lutheran Synodical Conference and is controlled by the board of colored missions.

Attendance.—Total, 110. A few pupils board at the school.

Teachers.—Total, 6; white 4, colored 2; male 5, female 1.

Organization.—The usual eight elementary grades are provided. A four-year "college" course is offered, consisting of a mixture of elementary and secondary subjects, but there were only a few pupils in the course. The age and previous preparation of the pupils indicate lax standards.

¹ White.

Theological: The four theological pupils are reported to be studying "isagogics, dogmatics, symbolics, catechetics, homiletics, exegesis, methodology, Greek, and church history." Such a course obviously affords little preparation for a ministry to a people struggling for the simple essentials of life.

Financial, 1913-14.—Apparently no systematic books are kept. As far as could be ascertained from the president of the institution the more important items were:

Income, excluding noneducational receipts.....	\$6,919
Expenditures, less noneducational receipts.....	6,919
Value of plant.....	46,500

Sources of income: Lutheran Board, \$6,895; donations, \$24. The noneducational receipts were from the boarding department and amounted to \$1,152.

Items of expenditure: Salaries, \$4,980; supplies for boarding department and other expenses, \$3,091.

Plant.—Land: Estimated value, \$5,000. The land comprises 13 acres on the edge of Greensboro. Little effort has been made to beautify the grounds.

Buildings: Estimated value, \$37,500. The main building is a two-story granite structure of an inconsistent, mixed, and wasteful type of architecture. It is heated by stoves. The interior shows bad workmanship, inexperienced planning, and poor material. The building is poorly kept and disorderly. There are two neat cottages for teachers and a well-planned brick building, one story high, used for primary grades.

Movable equipment: Estimated value, \$4,000. The equipment consists of a pipe organ, value \$2,000, and a little furniture for dormitories and classrooms. There is no industrial equipment.

Recommendations.—1. That the work be entirely reorganized and adapted to the needs of a people 80 per cent rural and 30 per cent illiterate.

2. That the discipline be strengthened to guarantee cleanliness and order among the pupils.

3. That the officers develop cooperation with the public-school authorities and with the colored people.

4. That teacher training and the theory and practice of gardening be made a part of the regular course.¹

5. That a simple system of accounting be installed and an annual audit made by an accredited accountant.

Date of visit: March, 1915.

HIGH POINT.

HIGH POINT NORMAL AND INDUSTRIAL SCHOOL FOR COLORED STUDENTS.

Principal: A. J. Griffin.

A school of elementary and secondary grade with some provision for industrial courses. By arrangement with the town board of education a majority of the colored children of the town attend this school. Some, however, attend a public school which is supervised by the private school.

¹ See recommendations in summary chapter, p. 22.

The institution was established in 1891. It is owned by the New York Yearly Meeting of Friends, the southern committee of this association acting as trustees.

Attendance.—Total, 408; elementary 374, secondary 34; male 180, female 228; boarders, 70. The reported enrollment for the year was 573.

Teachers.—Total, 14; all colored; male 7, female 7. The industrial teachers have academic classes until 2 p. m. each day.

Organization.—The elementary classes cover the eight elementary grades. There are three years of high-school work. The course includes English, Latin, mathematics, elementary science, history, and psychology. Some teacher training is given in the senior year.

The afternoons are devoted to manual training in carpentry, masonry, and blacksmithing. The industrial work is not as effective as it should be because of the large amount of time the teachers give to academic subjects.

Instruction in sewing begins with the fourth elementary grade. The equipment for teaching cooking is inadequate.

The school conducts a farm, but the work is of little educational value.

Financial, 1913-14.—According to the printed annual report the more important items for the year were:

Income, excluding noneducational receipts.....	\$12,366
Expenditures, less noneducational receipts.....	10,202
Value of plant.....	39,000

Sources of income: Donations, \$7,372; city school fund, \$2,350; sale of land, \$1,425; tuition and fees, \$400; other sources, \$819. The noneducational receipts were from the boarding department and amounted to \$2,164.

Items of expenditure: "Maintenance and supplies," \$5,902; salaries, \$4,291; repairs and additions to buildings, \$1,043; equipment, \$305; interest on mortgages, \$286; traveling expenses, \$145; fire insurance, \$36.

Plant.—Land: Estimated value, \$12,500. The school owns 50 acres of land in the town limits. A large part of the land is cultivated.

Buildings: Estimated value, \$25,000. There are two 2-story brick buildings, two neat frame cottages, and several small structures. The buildings are in good repair and fairly well kept.

Movable equipment: Estimated value, \$1,500. There is good equipment for classrooms and dormitories and limited equipment for farm and shops.

Recommendations.—1. That teacher training receive more emphasis.

2. That the industrial courses be limited to instruction in theory and practice of gardening, manual training in wood and iron, and household arts.¹

3. That a teacher of gardening be employed.

Date of visit: December, 1914. Facts verified, 1916.

¹ See recommendations in summary chapter, p. 22.

SEDALIA.

PALMER MEMORIAL INSTITUTE.

Principal: Mrs. C. H. Brown.

An elementary school doing good work in a rural community. It was founded in 1902 and is owned by a board of trustees of northern and southern men of influence. A small appropriation is made by the county.

Attendance.—Total, 143; all elementary. A boarding department is maintained.

Teachers.—Total, 7; all colored; male 2, female 5. The teachers are fairly well trained.

Organization.—Eight grades of elementary classroom work are provided. Fair instruction is given in manual training, cooking, and sewing. The dormitories are carefully supervised. The farm is successfully cultivated with student labor and includes a small dairy, poultry, and piggery. No classroom instruction in agriculture is given.

Financial, 1913-14.—The more important financial items were:

Income, excluding noneducational receipts.	\$2, 200
Expenditures, less noneducational receipts.	2, 323
Value of plant.	25, 000

Sources of income: Donations, \$1,850; county funds, \$350. The noneducational receipts amounted to \$4,377, of which \$3,300 was raised for new buildings and \$1,077 was from the boarding department.

Items of expenditure: New buildings, \$3,300; salaries, \$1,960; material and supplies, \$1,100; other expenses, \$240.

Plant.—Land: Estimated value, \$12,000. The school owns 300 acres of good farm land 9 miles from Greensboro. About 75 acres were under cultivation as the school farm.

Buildings: Estimated value, \$12,000. There are four two-story frame buildings and three small structures. They are painted and neatly kept.

Movable equipment: Estimated value, \$1,000. The equipment is limited to furniture for classrooms and dormitories, a little farm equipment, and domestic science apparatus.

Recommendation.—That the agricultural course include theory as well as practice.¹

Dates of visits: November, 1914; January, 1916.

HERTFORD COUNTY.

	White.	Negro.
Population, 1910.	6, 338	9, 098
Children 6 to 14 years of age, 1910.	1, 260	2, 336
Teachers' salaries in public schools, 1910-11.	\$7, 429	\$3, 416
Teachers' salaries per child 6 to 14 in county.	\$5. 90	\$1. 46
Percentage illiterate, 1910.	10. 2	30. 9

The entire population is rural. The average length of the public-school term is 3.8 months for white pupils and 4 months for colored. The number of teachers is 39 in white schools and 47 in colored schools. The average attendance is 714 white pupils and 1,447 colored pupils.

¹ See recommendations in summary chapter, p. 22.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Waters Normal School should be developed as a central institution where pupils may board and supplement the training given in the rural schools.

WINTON.

WATERS NORMAL INSTITUTE.

President: C. S. Brown.

A rural community school of elementary grade limited by poor equipment and small income. Its president is influential among the colored Baptists of North Carolina.

The school was founded in 1886 by the Chowan Educational Association of the Baptist Church, and has a board of 3 white and 21 colored trustees selected by that association. It receives aid and supervision from the American Baptist Home Mission Society.

Attendance.—Total, 123; all elementary; boarders, 61. The reported enrollment for the year was 279.

Teachers and workers.—Total, 9; all colored; male 3, female 6.

Organization.—Over half the pupils are in the first five elementary grades. The four "normal" classes cover the subjects of the upper elementary grades. Secondary course is outlined but the attendance is negligible. Because of lack of funds all industrial courses have been discontinued. The real work of the school has been the successful effort of the principal and teachers to develop thrift among the colored people of the county.

Financial, 1913-14.—The books are kept with a fair degree of care, in accordance with a system adapted to the needs of the school. The more important items for the year were:

Income, excluding noneducational receipts.....	\$4,946
Expenditures, less noneducational receipts.....	5,795
Indebtedness.....	2,400
Value of plant.....	30,000

Sources of income: Woman's American Home Mission Society, \$1,000; colored churches, \$995; American Baptist Home Mission Society, \$600; county government, \$400; tuition and fees, \$101; other sources, \$1,850. The noneducational receipts were from the boarding department and amounted to \$2,822. There was a cash balance from the preceding year of \$1,850.

Items of expenditure: Supplies and labor in boarding department, \$3,177; repairs and additions to buildings, \$2,811; salaries, \$2,115; insurance, \$222; other expenses, \$202.

Indebtedness: Of the indebtedness \$2,000 was in the form of a mortgage representing money borrowed to make up most of the deficit indicated in the statement. There was \$400 due on current accounts for supplies and miscellaneous items.

Plant.—Land: Estimated value, \$2,500. The school owns 8½ acres of land, most of which is used for campus. None of the land was under cultivation at the time the school was visited.

Buildings: Estimated value, \$25,000. There is one large brick building, besides three moderately large frame buildings and three small frame structures. The buildings and grounds present a neat appearance.

Movable equipment: Estimated value, \$2,500. There is practically no equipment except furniture in classrooms and dormitories.

Recommendation.—That financial aid be supplied to enable the school to maintain effective courses in teacher training, gardening, and simple industrial training for boys and girls.¹

Date of visit: March, 1915.

JOHNSTON COUNTY.

	White.	Negro.
Population, 1910.....	31,232	10,169
Children 6 to 14 years of age, 1910.....	7,058	2,404
Teachers' salaries in public schools, 1910-11.....	\$31,649	\$5,177
Teachers' salaries per child 6 to 14 in county.....	\$4.48	\$2.16
Percentage illiterate, 1910.....	16	32

The entire population is rural. The average length of the public-school term is 4.5 months for white pupils and 4.4 months for colored. The number of teachers is 163 in white schools and 43 in colored schools. The average attendance is 5,114 white pupils and 1,463 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising industrial teacher travels in the county and aids the teachers in rural schools in introducing industrial work and extending the influence of the school into the community. The county, with the cooperation of the Slater Fund and the General Education Board, is developing a school at Smithfield to serve as a central training institution for pupils from the surrounding rural schools.

SMITHFIELD.

JOHNSTON COUNTY TRAINING SCHOOL.

Principal: John Byrd.

An elementary school selected as a central training institution to supplement the work of the public schools.

Attendance.—Total, 308; all elementary; boarders, 20.

Teachers.—Total, 7; all colored; male 1, female 6.

Organization.—The regular eight elementary grades are provided. The industrial work is confined to cooking and sewing for girls. The school term is seven months.

Financial, 1914-15.—The income amounted to \$1,690. of which \$1,190 was from public funds and \$500 from the Slater Fund. Of the income \$1,540 was expended for salaries and \$150 for other expenses.

Plant.—Estimated value, \$6,500. The plant consists of 4 acres of land, value \$1,000; one 8-room building, value \$4,500; and equipment valued at \$1,000.

Recommendations.—1. That the work be encouraged and, as need appears, additional facilities be furnished for secondary and teacher-training work.

2. That theory and practice of gardening be made a part of the regular course.¹

¹ See recommendations in summary chapter, p. 22.

NEGRO EDUCATION.

LENOIR COUNTY.

	White.	Negro.
Population, 1910.....	12,543	10,225
Children 6 to 14 years of age, 1910.....	2,594	2,423
Teachers' salaries in public schools, 1910-11.....	\$17,685	\$3,694
Teachers' salaries per child 6 to 14 in county.....	\$6.82	\$1.52
Percentage illiterate, 1910.....	11.7	31.5

The rural population is 69.3 per cent of the total. The average length of the public-school term is 5.4 months for white pupils and 4.9 months for colored. The number of teachers is 82 in white schools and 32 in colored schools. The average attendance is 2,015 white pupils and 1,277 colored pupils.

These statistics indicate that the work of the elementary public schools should be strengthened. Kinston College should be reorganized to serve as a central training school for the county. The McDaniel Normal School is of little educational value to the community.

KINSTON.

KINSTON COLLEGE.

President: J. D. Fields.

An elementary school with one or two pupils in secondary subjects. The teachers were two colored men and two colored women. The work is poorly done. On the day the school was visited there were 60 pupils in attendance. The reported enrollment for the year was 99. A small boarding department is maintained.

The school is supported by the Free Will Baptist Church and supervised by a board of trustees.

Financial, 1913-14.—The income amounted to \$1,700, of which \$1,500 was from the Free Will Baptist churches and \$200 from other sources. A further contribution of \$500 was made by the churches during the year to meet a payment on the school land. The boarding department was said to be self-sustaining and figures for the department are omitted. The expenditures amounted to \$1,700, of which \$1,155 was for salaries, \$185 for heat and light, \$150 for interest on debt, and \$210 for other purposes.

The indebtedness, amounting to \$3,000, is the balance due on land and buildings and is secured by a mortgage on the entire property.

Plant.—Estimated value, \$15,000. The plant consists of \$5,000 in land, \$9,000 in buildings, and \$1,000 in movable equipment. The school site comprises 26 acres of good land located near the railroad on the edge of Kinston. None of the land is used for teaching agriculture. The two 2-story frame buildings are poorly kept and in bad repair. The equipment consists of furniture for classrooms and dormitories.

Recommendations.—1. That the school be developed as a county training school and provision made for instruction in the theory and practice of gardening and simple industrial training.

2. That the supervision of the dormitories be improved.

3. That a simple system of accounting be installed.

Date of visit: May, 1914.

MARTIN COUNTY.

	White.	Negro.
Population, 1910.....	8,959	8,838
Children 6 to 14 years of age, 1910.....	1,933	2,129
Teachers' salaries in public schools, 1910-11.....	\$9,786	\$4,831
Teachers' salaries per child 6 to 14 in county.....	\$5.06	\$2.27
Percentage illiterate, 1910.....	14.6	39.7

The entire population is rural. The average length of the public school term is 5.2 months for white pupils and 4.9 months for the colored. The number of teachers is 55 in white schools and 36 in colored schools. The average attendance is 2,080 white pupils and 1,520 colored pupils.

These statistics indicate a need for increased school facilities. The work of the elementary schools should be extended and strengthened. The county with the cooperation of the Slater Fund and the General Education Board, is developing the Parmele Industrial Institute as a central training institution for the pupils from the surrounding rural schools. Higgs Memorial Institute, described in the summary of small Baptist schools for the State, is of minor importance.

PARMELE.

MARTIN COUNTY TRAINING SCHOOL.¹

Principal: William Claudius Chance.

A school of elementary grade which has been selected as a training center for supplementing the facilities of the surrounding county schools.

The school was founded by the principal and received county aid for some time previous to 1914, when it was taken over by the county. It has an advisory board of prominent southern white men.

Attendance.—Total, 150; all elementary; borders, 15.

Teachers.—Total, 4; all colored; male 1, female 3.

Organization.—The regular eight elementary grades are fairly well taught. Some instruction in cooking and sewing is provided. The school plans to develop a course in the theory and practice of teaching as soon as possible.

Financial, 1914-15.—The income amounted to approximately \$1,500, of which \$750 was from the county, \$500 from the Slater Fund, and \$250 from tuition and other sources. Of the income \$1,168 was expended for salaries and \$332 for other purposes.

Plant.—Estimated value, \$6,500. The plant consists of 33 acres of land, a two-story brick building, a small frame house, and equipment valued at \$300.

Recommendations.—1. That a teacher of agriculture be secured who will use the 33 acres of land for instructional purposes.

2. That adequate industrial equipment be provided and the instruction in industrial training be made effective.

Dates of visits: May, 1914; August, 1914; April, 1915.

¹ Formerly Parmele Industrial Institute.

MECKLENBURG COUNTY.

	White.	Negro.
Population, 1910.....	41,547	25,481
Children 6 to 14 years of age, 1910.....	7,983	5,726
Teachers' salaries in public schools, 1910-11.....	\$66,034	\$12,591
Teachers' salaries per child 6 to 14 in county.....	\$8.27	\$2.20
Percentage illiterate, 1910.....	4.6	28.8

The rural population is 49.3 per cent of the total. The average length of the public-school term is 7.4 months for white pupils and 5.7 months for colored. The number of teachers is 198 in white schools and 78 in colored schools. The average attendance is 7,017 for white pupils and 3,454 for colored pupils.

There are no private schools in Mecklenburg County outside of the city of Charlotte. In the city one public school for colored people is provided. Although this is a large school, it is not sufficient for a city the size of Charlotte. The St. Michael's Training and Industrial School supplements the work of the public school and will need to be continued as long as the public schools are inadequate. Special effort should be made to reorganize Biddle University to meet the needs of teachers and preachers.

CHARLOTTE.

BIDDLE UNIVERSITY.

President: H. L. McCrory.

A young men's school of secondary grade with pupils in college subjects. The work is poorly organized and the large plant is ineffectively used.

The school was founded in 1867 by the Presbyterian Board of Missions for Freedmen and it is owned and controlled by that board.

Attendance.—Total, 207; elementary 24, secondary 131, secondary and collegiate subjects 44, theology 8. Of those reporting home address 29 were from Charlotte, 79 from other places in North Carolina, and 98 from other States. The reported enrollment for the year was 221.

Teachers and workers.—Total, 16; all colored; all male; elementary 1, academic 8, theology 2, industrial 3, administration 2. Ten of the 16 full-time teachers were graduated from Biddle University. Two of these studied two years at other schools and three have taken summer courses.

Organization.—Elementary: The first year of the "college preparatory" course is elementary.

Secondary: The secondary work is done in the last three years of the "college preparatory" course and in the college classes. The course includes: English, 2 years; mathematics, 2; Latin, 2; Greek, 1; elementary science, 1; physiology, $\frac{1}{2}$; history, 1; Bible, $\frac{1}{2}$.

College subjects: In the college classes about a third of the time is given to foreign languages. The course covers: English, 1 year; mathematics, 2; Latin, 2; Greek, $1\frac{1}{2}$; German, 2; elementary science, $2\frac{1}{2}$; history, $\frac{1}{2}$; sociology, economics, and psychology, 1; Bible, 1; logic and ethics, $\frac{1}{2}$. The course is deficient in history and English.

The subjects taught and the limited equipment are indicative of the secondary character of much of the work classed as collegiate. The preparation of the pupils both in secondary subjects and in those ranked as of college grade is considerably below stand-

ard. While there are some good teachers on the faculty, the teaching force is weakened by the undue number of those with no training beyond that given at Biddle.

Theological: The theological course covers three years of the usual theological subjects, including Hebrew, Greek, systematic theology, and church history.

Industrial: All pupils of the secondary classes are required to take two periods a week of industrial training. The courses include printing, carpentry, and broommaking, each taught by a special teacher. Bricklaying, painting, plastering, and cement work are taught by student teachers. The school also possesses outfits to teach blacksmithing, shoemaking, and tailoring, but it has not been found possible to employ teachers for these occupations.

Financial, 1913-14.—The bookkeeping system is inadequate. Periodic reports are made to the Presbyterian Board. The school accounts do not provide for a separate statement for the boarding department and figures are obtainable with difficulty. The more important items, exclusive of the boarding department were:

Income.....	\$17, 121
Expenditures.....	17, 672
Value of property.....	293, 310

Sources of income: Presbyterian Board, \$12,520; endowment, \$1,245; tuition and fees, \$379; other sources, \$2,977. The deficit for the year was \$550.

Items of expenditure: Salaries, \$12,940; fuel, light, and power, \$1,101; books, stationery, and postage, \$798; repairs, \$793; janitor services, \$572; printing and advertising, \$276; periodicals for library and reading room, \$230; expenses of school singers to general assembly, \$222; other expenses, \$740.

School property: Land, buildings, and equipment, \$242,285; endowment, \$51,025.

Plant.—Land: Estimated value, \$70,000. The land comprises 68 acres within the city limits. Most of the land is used for campus. About 20 acres are cultivated on a commercial basis. No effort seems to have been made to beautify the grounds.

Buildings: Estimated value, \$154,010. The administration building, Carter Hall, the library and industrial building are large brick structures. There are two small brick buildings. Other buildings include two dormitories, both of frame construction; six frame cottages used for professors' homes, and a neat two-story brick building used for the president's home. The buildings are generally in need of repair.

Movable equipment: Estimated value, \$18,275. Furniture and apparatus, \$13,275; library books, \$5,000.

Recommendations.—1. That the school be reorganized, the course of study changed and the president allowed more time for administration.

2. That care be taken lest the effort to maintain college classes hamper the development of a teaching force and equipment necessary for a thorough secondary course with adequate provision for training teachers and preachers for a people 80 per cent rural.

3. That the large proportion of Biddle graduates in the faculty be reduced and teachers from other institutions employed.

4. That the industrial training be simplified and limited to theory and practice of gardening and manual training in wood and iron.¹

Date of visit: December, 1914. Facts verified, 1916.

¹ See recommendations in summary chapter, p. 22.

ST. MICHAEL'S TRAINING AND INDUSTRIAL SCHOOL.

Principal: A. M. Cochran.

An elementary day school with a few secondary pupils. It was founded in 1885 by Rev. P. P. Alston, the local rector, and is maintained by the St. Michael's and All Angels' Church. It is owned by a white board of trustees.

Attendance.—Total, 150, of whom 10 were in the ninth and tenth grades. The reported enrollment for the year was 240.

Teachers.—Total, 7; all colored; male 3, female 4. One teacher of manual training spends part of his time soliciting funds.

Organization.—Although the seven teachers were teaching in five classrooms, fairly good work was done. A little cooking and manual training are given to the older pupils.

Financial, 1913-14.—The income amounted to \$3,000, of which \$1,700 was from donations, \$800 from the Episcopal Board, and \$500 from tuition. Of this, \$2,200 was expended for salaries and \$800 for current expenses.

Plant.—Estimated value, \$10,000. The plant consists of a city lot, a two-story brick building and meager equipment. The classrooms are small and dark. The large auditorium and chapel are practically unused, while the 10 grades are crowded into 5 rooms.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: November, 1914. Facts verified, 1915.

MONTGOMERY COUNTY.

	White.	Negro.
Population, 1910.....	11,302	3,660
Children 6 to 14 years of age, 1910.....	2,617	921
Teachers' salaries in public schools, 1910-11.....	\$8,379	\$2,249
Teachers' salaries per child 6-14 in county.....	\$3.20	\$2.44
Percentage illiterate, 1910.....	14.4	36

The entire population is rural. The average length of the public-school term is about four months for both white and colored pupils. The number of teachers is 68 in white schools and 33 in colored schools. The average attendance is 1,743 white pupils and 684 colored pupils.

These statistics indicate the need for additional school facilities. The Peabody Academy at Troy serves as a central institution where pupils may board and supplement the training received in the rural schools.

TROY.**PEABODY ACADEMY.**

Principal: F. W. Sims.

A school of elementary grade with a few pupils in secondary subjects. Industrial training is limited to cooking and sewing for girls.

The institution was founded in 1880 by the American Missionary Association and is maintained chiefly by that organization. An annual appropriation is received from the county.

Attendance.—Total, 150; elementary 144, secondary 6. A small boarding department is maintained. The reported enrollment for the year was 225.

Teachers.—Total, 7; all colored; male 1, female 6. The teachers are well trained.

Organization.—The course covers eight elementary and two secondary grades. The secondary subjects are Latin, English, history, algebra, biology. A classroom course in agriculture is given in the seventh grade.

Financial, 1913-14.—The finances are controlled by the American Missionary Association and a simple and effective system of accounts has recently been installed. The more important items for the year were:

Income, excluding noneducational receipts.....	\$1,985
Expenditures, less noneducational receipts.....	1,985
Value of plant.....	2,800

Sources of income: American Missionary Association, \$1,303; public funds, \$569; tuition and fees, \$73; other sources, \$40. The noneducational receipts were from sales by the industrial department and amounted to \$66.

Items of expenditure: Salaries, \$1,060; supplies for teachers' dining room, \$307; equipment and other supplies, \$181; heat, light, and water, \$140; student aid and labor, \$124; repairs, \$75; other expenses, \$164.

Plant.—Land: Estimated value, \$500. The land comprises a large city lot.

Buildings: Estimated value, \$1,600. The one building is a two-story frame structure.

Movable equipment: Estimated value, \$700. The equipment is practically all in furniture for classrooms.

Recommendation.—That teacher training and the theory and practice of gardening be made part of the regular course.¹

Date of visit: February, 1916.

NEW HANOVER COUNTY.

The public-school facilities of New Hanover County are good. The rural population is only 19.6 per cent of the total. No private schools for colored people are maintained outside of the city of Wilmington.

WILMINGTON.

	White.	Negro.
Population, 1910.....	13,627	12,107
Children 6 to 14 years of age, 1910.....	2,143	2,067
Teachers' salaries in public schools, 1910-11.....	\$24,489	\$7,345
Teachers' salaries per child 6 to 14 in city.....	\$11.43	\$3.55
Percentage illiterate, 1910.....	3.1	28.2

There are 3 schools for white pupils and 2 for colored, with 42 teachers in white schools and 23 in colored schools. The average attendance is 1,378 white pupils and 833 colored pupils.

Extensive improvements were made in the public schools of Wilmington for both races in 1914. Three new brick buildings were erected for colored schools, and the elementary pupils are fairly well cared for in these schools. The work of the public-

¹ See recommendations in summary chapter, p. 22.

school system is supplemented by the Catholic school. The secondary and teacher-training work for the city is done by the Gregory Normal Institute.

GREGORY NORMAL INSTITUTE.

Principal: F. W. Fletcher.¹

A day school of secondary grade doing the high school and teacher-training work for the colored population of Wilmington. The equipment is limited but the teaching force is capable.

The institution was founded in 1866 by the American Missionary Association of the Congregational Church and it is owned and supported by that association.

Attendance.—Total, 250; elementary 209, secondary 41. Of the secondary pupils 8 were male and 33 female. The reported enrollment for the year was 287.

Teachers and workers.—Total, 10; white 9, colored 1; male 2, female 8; grades and academic 8, girls' industries 1, boys' industries 1.

Organization.—Elementary: The elementary work covers the regular eight elementary grades.

Secondary: In secondary subjects four groups of electives are offered—the "normal course," enrolling 19 pupils; domestic science, 13 pupils; "college preparatory," 6 pupils; and manual training, 3 pupils. The subjects common to all are: English, 3½ years; mathematics, 4; history, 1½; Bible, 1; music, 1½; elementary sciences, 2. The college preparatory course adds four years of Latin; the normal course, pedagogy and one term of practice teaching, while the manual training and domestic science courses have an additional 10 hours of industrial work.

Industrial: The instruction in cooking and sewing is good. Sewing and manual training are begun in the elementary grades, while cooking is given only in the secondary grades. The equipment for industrial training is limited.

Community relations.—The school enjoys the hearty approval of the white and colored people of the town. In rebuilding the public schools of Wilmington the plan is to allow Gregory Institute to use one of the old buildings as a manual-training shop.

Financial, 1913-14.—The finances are supervised by the American Missionary Association and the accounts kept in accordance with a simple system recently installed by that association. The more important items for the year were:

Income, excluding noneducational receipts.....	\$5,748
Expenditures, less noneducational receipts.....	5,748
Value of plant.....	21,500

Sources of income: American Missionary Association, \$3,469; tuition and fees, \$1,730; donations, \$510; other sources, \$39. The noneducational receipts amounted to \$455, of which \$424 was from sale of school products and \$31 from books.

Items of expenditure: Salaries, \$3,315; supplies for teachers' dining hall, \$951; other supplies, \$430; heat, light, and water, \$427; student aid labor, \$354; equipment, \$306; repairs, \$223; outside labor, \$85; other expenses, \$112.

Plant.—Land: Estimated value, \$5,000. The land consists of a large city lot. The grounds are fairly well kept.

¹ White.

Buildings: Estimated value, \$14,500. The school building is a large two-story frame structure. Other buildings are the teachers' home, a brick building and a small one-room brick structure used for shop.

Movable equipment: Estimated value, \$2,000. The equipment consists of classroom furniture and limited equipment for trades and domestic science.

Recommendations.—1. That the work be encouraged and plans made to abandon the lower elementary grades so that the energy of the institution may be centered on teacher-training and secondary courses.

2. That the theory and practice of gardening be made part of the regular course.¹

3. That a boarding department be maintained in order to enlarge the influence of the school.

Date of visit: December, 1914. Facts verified, 1916.

NORTHAMPTON COUNTY.

	White.	Negro.
Population, 1910.....	9,261	13,062
Children 6 to 14 years of age, 1910.....	1,897	3,339
Teachers' salaries in public schools, 1910-11.....	\$14,424	\$5,017
Teachers' salaries per child 6 to 14 in county.....	\$7.60	\$1.50
Percentage illiterate, 1910.....	12.1	35.5

The entire population is rural. The average length of the public-school term is 4.9 months for white pupils and 4.2 months for colored. The number of teachers is 79 in white schools and 54 in colored schools. The average attendance is 1,563 white pupils and 1,705 colored pupils.

These statistics indicate the need of additional school facilities. The work of the elementary schools should be extended and strengthened. The public authorities of Rich Square are cooperating with the Rich Square Academy in operating a central training institution doing the elementary work for the town and offering facilities for pupils who wish to board and supplement the limited training received in the rural schools.

RICH SQUARE.

RICH SQUARE ACADEMY.

Principal: W. L. Crecy.

An elementary school with a few pupils in secondary subjects. Limited industrial training is provided. The school was founded by the local colored Baptist convention and is owned by a self-perpetuating board of trustees. It is doing the public-school work of the town and receives county aid.

Attendance.—Total, 75; elementary 67, secondary 8, boarders 23. The reported enrollment for the year was 180.

Teachers.—Total, 4; all colored; male 1, female 3. In addition a practical job printer gives part time instruction in printing.

Organization.—The work covers 11 grades. Some instruction in printing, gardening, and sewing is provided.

¹ See recommendations in summary chapter, p. 22.

Financial, 1913-14.—As far as could be determined the more important financial items for the year were:

Income, excluding noneducational receipts	\$1,300
Expenditures, less noneducational receipts	1,200
Value of plant.....	5,000

Sources of income: County funds, \$728; donations, \$572. The noneducational receipts were from the boarding department and truck garden and amounted to \$700.

Items of expenditure: Salaries, \$1,300; other expenses, \$600.

Plant.—Land: Estimated value, \$500. The school owns 3 acres of fertile land cultivated by student labor.

Buildings: Estimated value, \$4,200. There are two 2-story frame buildings and two small cottages. The buildings are badly in need of repair.

Movable equipment: Estimated value, \$500. The equipment consists of furniture for classrooms and dormitories and a small amount of printing equipment and garden tools.

Recommendations.—1. That the school be developed as a county training school.¹

2. That manual training and gardening be made a required part of the course.¹

3. That the plant be improved and the boarding department extended.

Date of visit: April, 1915.

PAMLICO COUNTY.

	White.	Negro.
Population, 1910.....	6,193	3,773
Children, 6 to 14 years of age, 1910.....	1,392	919
Teachers' salaries in public schools, 1910-11.....	\$6,970	\$1,845
Teachers' salaries per child 6 to 14 in county, 1910.....	\$5.00	\$2.01
Percentage illiterate.....	11	27.8

The entire population is rural. The average length of the public-school term is 4.5 months for both white and colored pupils. The number of teachers is 45 in white schools and 20 in colored schools. The average attendance is 1,200 white pupils and 625 colored pupils.

These statistics indicate that the work of the public schools should be strengthened. The county, in cooperation with the Slater Fund and the General Education Board, is developing a school at Stonewall to serve as a central training institution for pupils from the surrounding rural schools.

STONEWALL.

PAMLICO COUNTY TRAINING SCHOOL.

Principal: W. A. Wethington.

A public school of elementary grade selected as a central training institution to supplement the work of the public schools.

Attendance.—135, all elementary; boarders, 6.

Teachers.—Total, 5, all colored; male 1, female 4.

Organization.—The regular eight elementary grades are provided, with some attention to gardening. The industrial work consists of simple manual training and shoe repairing for boys, and cooking and sewing for girls. The school term is 7 months.

¹ See recommendations in summary chapter, p. 22.

Financial, 1914-15.—The income amounted to \$1,580, of which \$1,000 was from public funds, \$500 from the Slater Fund, and \$80 from other sources.

Plant: Estimated value, \$5,000. The plant consists of about 3 acres of land; value, \$250; a six-room building, value \$4,000, and equipment valued at \$750.

Recommendation.—That the work be encouraged and facilities added, as the need appears, for secondary and industrial work.

PASQUOTANK COUNTY.

	White.	Negro.
Population, 1910.....	8,334	8,357
Children, 6 to 14 years of age, 1910.....	1,732	1,939
Teachers' salaries in public schools, 1910-11.....	\$14,688	\$4,077
Teachers' salaries per child 6 to 14 in county.....	\$8.48	\$2.10
Percentage illiterate, 1910.....	6.1	27.1

The rural population is 49.6 per cent of the total. The average length of the public-school term is 6.7 months for white pupils and 5.2 months for colored. The number of teachers is 49 in white schools and 23 in colored schools. The average attendance is 1,362 white pupils and 851 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The public school facilities of Elizabeth City should be increased so that the State Normal School will not be burdened with elementary pupils. The Roanoke Collegiate Institute, described in the summary of local Baptist schools for the State, is of only minor educational value to the community.

ELIZABETH CITY.

NORTH CAROLINA STATE COLORED NORMAL SCHOOL.

Principal: P. W. Moore.

A small elementary school doing two years of high school work and offering a very limited amount of industrial training. It was founded in 1891 by the State and is supported largely by State appropriations. Its ownership and control are vested in a board of white trustees appointed by the State board of education.

Attendance.—Total, 249; elementary 181, secondary 68; male 86, female 163; boarders, 113.

Teachers and workers.—Total, 8; all colored; male 2, female 6; grades and academic 5, domestic science 1, matron and bookkeeper. There was also a part-time teacher of agriculture. The teachers were fairly well trained and interested in their work.

Organization.—The first six grades are fairly well taught. These grades are followed by the so-called "normal course," which covers four years of departmental work. All subjects of the last two years of the normal course, except algebra, rhetoric, and Latin, are elementary. The seniors have four months of classroom practice, three hours a week, directed by an exceptionally good teacher.

No industrial work is provided for boys. The girls receive good home training in the dormitories and excellent instruction in sewing. The limited cooking equipment is supplemented by the occasional use of the school kitchen.

Financial, 1913-14.—The financial management was good, but the bookkeeping system was not such that detailed figures could be obtained without considerable trouble. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$6,074
Expenditures, less noneducational receipts.....	6,074
Value of plant.....	45,000

Sources of income: State appropriations, \$4,700; tuition and fees, \$420; Slater Fund, \$300; city funds, \$285; county funds, \$75; other sources, \$294. The principal stated that the net gain of \$594 from the boarding department was sufficient to offset the deficit of the other income.

Items of expenditure: Salaries, \$5,040; fuel and lights, \$957; materials, \$252; repairs, \$88; other expenses, \$331.

Plant.—Land: Estimated value, \$2,750. The land consists of 24 acres near Elizabeth City. A lot of about two acres is used for campus and the remaining land is rented out.

Buildings: Estimated value, \$41,000. The main school building is a two-story brick structure with seven classrooms and a chapel. The girls' dormitory and dining hall is a two-story brick building containing 40 rooms. The buildings are in good repair and well kept.

Movable equipment: Estimated value, \$1,250. Practically all the equipment is in furniture. There are good school desks and dormitory furniture, but the equipment for cooking and sewing is inadequate.

Recommendations.—1. That the grade of work be raised until advanced work in history, physiology, nature study, gardening, and teacher training can be done.¹

2. That a better system of accounting be installed.

Date of visit: December, 1914. Facts verified, 1916

ROBESON COUNTY.

	White.	Negro.
Population, 1910.....	23,531	22,518
Children 6 to 14 years of age, 1910.....	5,018	5,539
Teachers' salaries in public schools, 1910-11.....	\$33,903	\$13,153
Teachers' salaries per child 6 to 14 in county.....	\$6.76	\$2.37
Percentage illiterate, 1910.....	13.5	36.6

The entire population is rural. The average length of the public school term is 6.5 months for white pupils and 4.1 months for colored. The number of teachers is 129 in white schools and 96 in colored schools. The average attendance is 3,639 white pupils and 3,760 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Thompson Institute serves as a good central institution, where pupils may board and supplement the training received in the rural schools. In view of the work of this institution and the public school facilities of the town there seems to be little need for the Redstone Academy.

¹ See recommendations in summary chapter, p. 22.

LUMBERTON.

THOMPSON INSTITUTE.

Principal: W. H. Knuckles.

A school of secondary grade with an elementary department. As a county teacher-training school its work is good, though limited by meager equipment.

The school is owned by the Lumber River Baptist Association and controlled by a board of nine colored trustees elected by the association. It receives aid and supervision from the American Baptist Home Mission Society.

Attendance.—Total, 75; elementary 53, secondary 22; boarders, 28. Of the secondary pupils, 7 were boys and 15 girls.

Teachers.—Total, 7; all colored; male 1, female 6.

Organization.—Elementary: The elementary work covers the regular eight grades. Instruction in cooking and sewing is provided for girls and gardening for boys.

Secondary: The three-year secondary course includes Latin, algebra, geometry, general history, elementary science, physical geography, psychology, and agriculture.

Financial, 1912-13.—The books are kept in accordance with the requirements of the American Baptist Home Mission Society. As far as could be determined the more important items for the year were:

Income, excluding noneducational receipts.....	\$4, 132
Expenditure, less noneducational receipts.....	4, 078
Value of plant.....	30, 000

Sources of income: General donations, \$2,500; American Baptist Home Mission Society, \$1,080; tuition and fees, \$400; other sources, \$152. The noneducational receipts amounted to \$4,906. Of this, \$2,879 was from the boarding department and \$2,027 a special fund for building.

Items of expenditure: New building, \$4,000; salaries, \$2,300; supplies for boarding department, \$1,946; repairs, \$430; light and heat, \$195; other expenses, \$113.

Plant.—Land: Estimated value, \$6,000. The land comprises 8 acres on the outskirts of Lumberton, some of which is used for a school garden.

Buildings: Estimated value, \$22,500. A large brick building, three stories high, containing girls' dormitory, five classrooms, and dining room and kitchen, has just been completed. The administration building is a two-story frame structure containing offices and five classrooms. The boys' dormitory with 12 rooms and the girls' industrial building with 9 rooms are both of frame construction. A small two-room house is used for the boys' workshop.

Movable equipment: Estimated value, \$1,500. Of the movable equipment \$1,150 is in furniture for classrooms and dormitories and \$350 in shop and farm implements.

Recommendation.—That the Institute be further developed as a teacher-training school.¹ To this end the cooperation of the county and State school authorities should be obtained and the industrial training for boys increased.

Date of visits: December, 1914.

¹ See recommendations in summary chapter, p. 22.

ROWAN COUNTY.

	White.	Negro.
Population, 1910.....	28,445	9,074
Children 6 to 14 years of age, 1910.....	5,943	2,050
Teachers' salaries in public schools, 1910-11.....	\$31,485	\$6,506
Teachers' salaries per child 6 to 14 in county.....	\$5.30	\$3.17
Percentage illiterate, 1910.....	7.3	26.9

The rural population is 80.9 per cent of the total. The average length of the public school term is 5.2 months for white pupils and 4.7 months for colored. The number of teachers is 166 in white schools and 47 in colored schools. The average attendance is 4,964 white pupils and 1,380 colored pupils.

These statistics indicate the need for additional public school facilities. The work of the elementary schools should be extended and strengthened. Livingstone College should, as rapidly as possible, turn over the elementary grades to the public schools, in order that its energies may be centered on secondary, industrial, and teacher-training work.

SALISBURY.

LIVINGSTONE COLLEGE.

President: D. C. Suggs.¹

A secondary school with a few pupils in college and theological classes and some pupils in elementary grades. The institution has suffered from lax management. Reorganization has now begun.

The school was founded in 1882 by a group of colored ministers "for the promotion of self-reliant education among colored people," and is now owned and controlled by a board of trustees of the African Methodist Episcopal Zion Church. It was chartered in 1885.

Attendance.—Total, 191; elementary 48, secondary 112, collegiate 17, theological 14, male 86, female 105; boarders, 106. Thirty-seven pupils were from Salisbury, 112 from other places in North Carolina, and 42 from other States. The reported enrollment for the year was 250.

Teachers and workers.—Total, 20; all colored; male 12, female 8; grades 5, academic 6, theological 3, trades 2, domestic science 1, matron 1, the president and a farm manager.

Organization.—Elementary: The elementary work is confined chiefly to the five upper grades, but the first year of the "normal" course includes some elementary subjects. The instruction is fairly good.

Secondary: The secondary work is done in a four-year "normal" course with strong classical emphasis and in the first year of the so-called college. The course includes: Latin, 4 years; Greek, 2; English, 3; algebra, 2½; history, 2; civics, ½; psychology, ½; pedagogy, ½; and science, 2. The science work is divided into four half-year courses.

College: Two and one-half years of Latin, one and one-half of Greek, and one year of German are given. With the exception of two and one-half years of English, the other college subjects are half-year science courses, together with half a year each of trigonometry, geometry, calculus, mental and moral philosophy, economics, and "Christian evidences."

¹ Elected since date of visit.

Theological: One part-time and two whole-time teachers are assigned to the theological department. An "English" and a "classical" course are claimed; both follow closely the usual theological courses. Fairly creditable work is done, though the entrance requirements are lax. The theological building is much larger than is necessary.

Industrial: The industrial training for boys consists of a little woodworking, printing, and tailoring, very limited use being made of the large trades building. The courses in cooking and sewing are rendered ineffective through lack of equipment.

Agriculture: A course in agriculture is claimed; the school is purchasing a farm of 270 acres, and an agent has been soliciting money to pay for the farm and buy equipment. No instruction is given in theoretical or practical agriculture.¹

Library: The Carnegie Library seems to be little used by the pupils. Changes in its internal arrangement have been made without regard to the safety or appearance of the building.

Discipline: A military system is claimed for the school, but military discipline is not in evidence. Some of the boys wear uniforms and engage in irregular drill.

Financial, 1914-15.—No systematic accounts are kept at the school; no adequate audit is made, and there is no rule as to when and how funds are to be accounted for. The boarding department is conducted privately, but the system provides that the school shall pay a fixed sum for each boarder. As far as could be determined the more important items for the year were:

Income, excluding noneducational receipts	\$19, 201
Expenditures, less noneducational receipts	19, 439
Indebtedness	14, 000
Value of school property	207, 400

Sources of income: Church appropriations, \$8,386; donations, \$8,101; tuition and fees, \$786; Slater Fund, \$600; loans to school, \$540; other sources, \$788. The non-educational receipts amounted to \$5,145, of which \$4,428 was from the boarding department, \$310 from sale of farm products, \$305 from the printing office, and \$102 from sale of books and stationery.

Items of expenditure: Salaries, \$12,773; supplies for boarding department, \$4,428; purchase of farm land, \$1,618; interest, \$1,210; fuel and water, \$1,003; farm expenses, \$853; traveling expenses, \$648; hardware and merchandise, \$617; printing and postage, \$509; repairs, \$347; insurance, \$200; books for library, \$146; medical fees, \$121; telephone, \$43; other expenses, \$68.

Indebtedness: The indebtedness was for a large loan to the school and for current unpaid bills.

School property: Of the estimated value of the property \$140,900 was in the plant, \$34,500 in a special building fund, \$27,000 in a farm of 270 acres, and \$5,000 invested as a scholarship fund.

Plant.—Land: Estimated value, \$40,000. The school grounds comprise 40 acres within the city limits. The grounds are poorly kept; the ruins of a brick building burned several years ago have never been removed.

¹ A practical farmer has been employed since the school was visited.

Buildings: Estimated value, \$84,000. There are four large brick buildings, one large frame building, and two small frame structures, as follows: Ballard Hall, value \$25,000, a three-story brick building used for industrial work and for classrooms for the preparatory department; Hood Theological Seminary, value \$22,000, a three-story brick building containing classrooms, chapel and dormitory for the theological students; Carnegie Library, value \$15,000, a neat building of the colonial type; Dodge Hall, value \$10,000, a four-story brick structure used for the boys' dormitory; and Huntington Hall, value \$8,000, a three-story frame building used for the boarding department and for the girls' dormitory. There is also an auditorium valued at \$2,500 and a cottage worth approximately \$1,500. At the date of visit the buildings were for the most part in bad repair. The dormitory rooms were not in good condition and indicated a lack of control.

Movable equipment: Estimated value, \$16,900. Of this, \$10,000 is in furniture, \$2,000 in shop equipment, \$3,000 in library books and fixtures, \$1,600 in farm equipment and live stock, and \$300 in scientific apparatus.

Recommendations.—1. That an adequate system of accounting be installed and the books audited annually by an accredited accountant.

2. That the boarding department be conducted as a department of the school.

3. That the boys' dormitories have closer supervision and the general discipline be improved.

4. That the large farm be used for teaching agriculture or sold.

5. That the secondary and college courses be reorganized and made to conform to the claims of the school.

6. That the theological building be more effectively used.

Date of visit: December, 1914. Facts verified, 1916.

SAMPSON COUNTY.

	White.	Negro.
Population, 1910.....	19, 726	10, 043
Children 6 to 14 years of age, 1910.....	4, 211	2, 519
Teachers' salaries in public schools, 1910-11.....	\$22, 153	\$4, 420
Teachers' salaries per child 6 to 14 in county.....	\$5. 26	\$1. 76
Percentage illiterate, 1910.....	14. 3	28. 9

The population is entirely rural. The average length of the public-school term is 4.9 months for both white and colored pupils. The number of teachers is 135 in white schools and 50 in colored schools. The average attendance is 3,588 white pupils and 1,698 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The county, in cooperation with the Slater Fund and the General Education Board, is developing the school at Clinton as a central institution for the training of pupils from the surrounding rural schools.

CLINTON.

SAMPSON COUNTY TRAINING SCHOOL.

Principal: W. L. Neal.

A public school of elementary grade selected as a central training institution to supplement the work of the public schools.

Attendance.—242; all elementary; boarders, 18.

Teachers.—Total, 5; all colored; male 1, female, 4.

Organization.—The regular eight elementary grades are taught. There is some cooking and sewing. The school term is seven months.

Financial, 1914-15.—The income amounted to \$1,870, of which \$1,170 was from public funds, \$500 from the Slater Fund, and \$200 from other sources. Of the income, \$1,190 was expended for salaries and \$680 for other purposes.

Plant: Estimated value, \$4,500. The plant consists of 4 acres of land, value, \$1,000; a six-room building, value, \$3,000; and equipment valued at \$500.

Recommendation.—1. That the work be encouraged and facilities provided, as the need appears, for a boarding department and secondary and industrial work.

2. That the theory and practice of gardening be made part of the regular courses.

SCOTLAND COUNTY.

	White.	Negro.
Population, 1910	6,815	8,473
Children 6 to 14 years of age, 1910	1,363	2,115
Teachers' salaries in public schools, 1910-11	\$9,355	\$4,422
Teachers' salaries per child, 6 to 14, in county	\$6.86	\$2.09
Percentage illiterate, 1910	18.6	39.9

The entire population is rural. The average length of the public-school term is 6.5 months for white pupils and 5.5 months for colored. The number of teachers is 36 in white schools and 31 in colored schools. The average attendance is 1,397 white pupils and 1,525 colored pupils.

These statistics indicate the need for strengthening the work of the public schools. The town of Laurinburg should provide a school that will at least care for the elementary grades. The Laurinburg Normal and Industrial Institute should be reorganized so as to provide a central institution where pupils may board and supplement the training received in the rural schools.

LAURINBURG.

LAURINBURG NORMAL AND INDUSTRIAL INSTITUTE.

Principal: E. M. McDuffie.

An elementary school with limited industrial equipment. The institution provides school facilities for the colored children of the town. The management is ineffective.

The school was founded by the principal. The ownership is vested in a board of trustees of local colored farmers and a few persons from the North, who seem to know very little about the affairs of the school. The city makes a small appropriation.

Attendance.—Total, 110, practically all elementary; boarders, 42. The reported enrollment for the year was 250. A majority of the pupils were from the town of Laurinburg.

Teachers and workers.—Total, 13; all colored; male 6, female 7. Most of the teachers are poorly prepared.

Organization.—The work is divided into nine grades. The four upper grades are called Junior, B Middle, A Middle, and Senior. A few secondary subjects are included in the senior class; otherwise the instruction is of elementary grade. About a dozen pupils are taught in a night class. Industrial training includes printing, blacksmithing, and farm work for a few of the boys and cooking and sewing for the girls.

Financial, 1913-14.—The books were fairly well kept and an annual statement of income and expenditures is published. According to the report for the year the more important items were:

Income, excluding noneducational receipts.....	\$6,281
Expenditures, less noneducational receipts.....	5,808
Value of plant.....	23,600

Sources of income: General donations, \$4,360; town of Laurinburg, \$700; tuition, \$500; loan to school, \$275; other sources, \$446. The noneducational receipts amounted to \$2,153, of which \$1,230 was from board and \$923 from the industrial departments. In addition \$2,000 was raised and expended for a hospital building.

Items of expenditure: Teachers' salaries, \$3,000; "general expenses," \$1,930; supplies for boarding department, \$1,117; industrial departments, \$823; repairs and additions to buildings, \$350; other purposes, \$741.

Plant.—Land: Estimated value, \$4,000. The school owns 13 acres of land in Laurinburg and 28 acres 12 miles from town. About 5 acres of the town land is cultivated.

Buildings: Estimated value, \$15,000. The buildings are all frame structures. They include the main building, two dormitories, a hospital, a cottage, and two rough-board shops. The hospital building contains six rooms, but at the time the school was visited there were no patients or nurse training students. The larger buildings are two stories high. They were fairly well kept, but some of them are in need of repair.

Movable equipment: Estimated value, \$4,600. Of this, \$2,200 was in shops and hospital equipment, \$1,500 in furniture, \$700 in academic equipment, and \$200 in live stock and garden tools.

Recommendations.—1. That effort be made to have some of the leading white citizens of Laurinburg become members of the board of trustees.

2. That the school be more effectively organized in its educational and business management.

3. That the work be adapted to the rural pupils as well as to the town pupils of Laurinburg. To this end the school should be relieved of the overcrowded lower grades, gardening should be effectively taught,¹ and the hospital should be used as a dormitory.

4. That an adequate system of bookkeeping be installed and an annual audit made by an accredited accountant.

5. That contributions be conditioned on more liberal local support and the reorganization above recommended.

Dates of visits: April, 1915; May, 1915.

¹ See recommendations in summary chapter, p. 22.

VANCE COUNTY.

	White.	Negro.
Population, 1910.....	9,421	10,004
Children 6 to 14 years of age, 1910.....	1,929	2,707
Teachers' salaries in public schools, 1910-11.....	\$14,385	\$3,927
Teachers' salaries per child 6 to 14 in county.....	\$7.46	\$1.45
Percentage illiterate, 1910.....	8.2	29.8

The rural population is 76.8 per cent of the total. The average length of the public-school term is 6.4 months for white pupils and 5.4 months for colored. The number of teachers is 60 in white schools and 31 in colored schools. The average attendance is 1,648 white pupils and 1,315 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Henderson Normal Institute in Henderson provides teacher-training facilities for the pupils of the rural schools of the surrounding counties. As the only African Methodist Episcopal school in North Carolina, Kittrell College should be developed as an institution for training teachers and preachers.

HENDERSON.

HENDERSON NORMAL INSTITUTE.

Principal: J. A. Cotton.

A school of secondary grade with a large elementary enrollment. The work is well done.

The school was founded in 1891 by the Board of Freedmen's Missions of the United Presbyterian Church and is owned and supported by that board.

Attendance.—Total, 375; elementary 334, secondary 41; male 152, female 223. Of those reporting, 26 were from Henderson, 42 from other places in North Carolina, and 8 from other States. There were 43 pupils above the seventh grade boarding at the school.

Teachers and workers.—Total, 18; all colored; male 5, female 13; academic 9, music 1, girls' industries 3, boys' industries 1, matrons 2, superintendent of broom factory and superintendent of hospital.

Organization.—Elementary: Elementary work is done in the regular eight grades and in the first year of the so-called normal course.

Secondary: Secondary subjects are given in the last three years of the "normal" course. The course includes: Latin, 2 years; Greek, 1; English, 1; mathematics, $1\frac{1}{2}$; elementary science, 1; history, $1\frac{1}{3}$; Bible, 2; psychology, $\frac{1}{2}$; bookkeeping, $\frac{1}{4}$. There is insufficient provision for teacher-training and no attention is paid to physiology and hygiene. Four courses in elementary science, amounting in all to one year's work, are provided.

Industrial: The industrial courses for boys are limited to instruction in printing, broommaking, and simple manual training. The girls above the seventh grade receive good instruction in cooking and sewing under the direction of three teachers. The work is related to the home life of the pupils.

Nurse training: Nurse training is provided in a well-equipped hospital built by the women's board, with a trained nurse in charge. Students needing medical attention and

patients from the community or surrounding counties are admitted. The number of patients is comparatively small.

Financial, 1913-14.—The accounts are carefully kept and the financial management appears to be economical. The more important items for the year were:

Income, excluding noneducational receipts.....	\$8,500
Expenditures, less noneducational receipts.....	8,000
Value of plant.....	50,400

Sources of income: United Presbyterian Board, \$8,000; tuition and fees, \$500. The noneducational receipts amounted to \$4,100, of which \$4,000 was from the boarding department and \$100 from the trade school.

Items of expenditure: Salaries, \$6,300; boarding department and shops, \$4,100; general running expenses, \$1,700.

Plant.—Land: Estimated value, \$2,000. The land comprises 13 acres just outside the corporate limits of the town. About half of the land is used for campus and recreation purposes. The remainder is used for orchard, pasture, and a small farm. The campus is clean but bare and could be greatly improved by shade trees and walks.

Buildings: Estimated value, \$41,500. The main building is a frame structure, two stories high, and contains classrooms and a chapel seating 500. Fulton Home, the girls' dormitory, accommodates 75. It contains the dining room, domestic science department, laundry, and matron's office. The boys' dormitory, a two-story frame building, accommodates 75, also houses the printing office. The teachers' home is a neat two-story building. Jubilee Hospital is a two-story brick building with wards for men, women, and children, an operating room and several private rooms. There are also several small buildings, including the janitor's cottage. The buildings are simple in construction, in good repair, and neat in appearance.

Movable equipment: Estimated value, \$6,900. Of this \$5,700 was in furniture and hospital equipment, \$500 in farm implements and live stock, \$450 in library books, and \$250 in shop tools.

Recommendations.—1. That the institution gradually center its work on the upper grades, leaving the large enrollment of local pupils to the public schools.

2. That the courses in teacher-training, elementary science, and history be strengthened.

3. That the theory and practice of gardening be made part of the regular course.¹

Date of visit: December, 1914. Facts verified, 1915.

KITTRELL.

KITTRELL COLLEGE.

President: C. G. O'Kelly.

A school of secondary grade with over two-thirds of its pupils in elementary classes. It was founded in 1886 by the North Carolina Conference of the African Methodist Episcopal Church and is controlled by a board of trustees elected by the conference.

Attendance.—Total, 176; elementary 124, secondary 52; boarders, 128; Of the 57 pupils reporting home address, 41 were from North Carolina and 16 from other States. The reported enrollment for the year was 284.

¹ See recommendations in summary chapter, p. 22.

Teachers.—Total, 12; all colored; male 5, female 7. The teaching was good.

Organization.—Elementary, normal, college, and theological departments were claimed. Only two pupils were reported in the college and there were none in the theological department. The elementary department comprises eight grades. The secondary work is done in the "normal" department. The course comprises three years of Latin; one year each of Greek, algebra, geometry, English composition, physics, chemistry, and general history; and a half year each of physical geography, botany, astronomy, civics, history of education, psychology, English literature, geology, pedagogy, ethics, American literature, political economy, and elocution. The course is too elaborate in the wide range of subjects and lacks thoroughness because of the small amount of time given to important studies. Because of the destruction of the trades building in 1914, no industrial work has recently been done. The plans contemplate the addition of courses in sewing and cooking for girls.

Financial, 1913-14.—The financial management was under the supervision of the president and books were kept at the school. The accounts were not well classified and many important financial items could not be shown separately. The more important figures as given by the president were:

Income, excluding noneducational receipts.....	\$9,046
Expenditures, less noneducational receipts.....	9,175
Indebtedness.....	26,000
Value of plant.....	61,500

Sources of income: African Methodist Episcopal Conference of North Carolina, Maryland, and Virginia, \$7,901; tuition and fees, \$1,000; general donations, \$143. The noneducational receipts were from board and amounted to \$6,055.

Items of expenditure: Teachers' salaries, \$5,220; supplies and labor for boarding department, \$7,000; interest on debt, \$1,200; light, heat, and water, \$1,000; equipment, \$600; printing and advertising, \$210.

Indebtedness: The indebtedness amounted to \$26,000 and was secured by mortgage on the entire school property. This large indebtedness has accumulated through a series of loans to the school to meet running expenses and pay teachers' salaries.

Plant.—Land: Estimated value, \$10,000. The land comprises 62 acres, 30 acres of which are cultivated on a commercial basis. The campus comprises 32 acres. The grounds are well kept.

Buildings: Estimated value, \$42,000. Duke Memorial Hall, a large four-story brick structure, contains chapel, dining room, office, and girls' dormitory. The model-school building contains classrooms for the lower grades. The other buildings are frame cottages, used as residences by the president and the deans of the theological department and students' home for boys. The dormitories are clean and tidy. The girls' rooms are in exceptionally good condition.

Movable equipment: Estimated value, \$9,500. Of this, \$5,000 was in dormitory furniture, office fixtures, and classroom equipment, \$2,000 in farm equipment and live stock, and \$2,500 in books and library furnishings.

Recommendations.—1. That a better system of accounting be installed.

2. That the course of study of the secondary department be reorganized, industrial work inaugurated, and the farm land utilized in teaching agriculture and school gardening.¹

3. That the name be changed to one more descriptive of the work done.

Date of visit: December, 1914. Facts verified, 1916.

WAKE COUNTY.

	White.	Negro.
Population, 1910.....	37,359	25,870
Children 6 to 14 years of age, 1910.....	7,378	5,973
Teachers' salaries in public schools, 1910-11.....	\$58,857	\$15,782
Teachers' salaries per child 6 to 14 in county.....	\$7.98	\$2.64
Percentage illiterate, 1910.....	9.8	26.9

The rural population is 69.6 per cent of the total. The average length of the public-school term is 6.6 months for white pupils and 5.6 months for colored. The number of teachers is 207 in white schools and 109 in colored schools. The average attendance is 4,844 white pupils and 3,086 colored pupils.

The schools of Wake County are increasing in efficiency, but the schools for colored people need strengthening. The county, with the cooperation of the Slater Fund and the general education board, is developing the school at Method as a central institution for the pupils from the surrounding rural schools. Four unimportant private schools are operating in the rural sections of the county. The Wakefield and Zebulon Baptist schools, described in the summary of small Baptist schools for the State, should be combined and taken over by the county. The school at Wake Forest is of minor educational value, and the Catholic school at Nazareth is justifiable chiefly on religious grounds.

METHOD.

WAKE COUNTY TRAINING SCHOOL.

Principal: Charles N. Hunter.

An elementary public school selected as a central training institution to provide more advanced training for the pupils of the county.

Attendance.—160; all elementary.

Teachers.—Total, 5; all colored; male 1, female 4.

Organization.—The regular eight grades are taught with industrial work in handicrafts, cooking, and sewing. Good instruction in gardening is provided.

Financial, 1914-15.—The income amounted to \$2,050, of which \$1,550 was from public funds and \$500 from the Slater Fund. Of the income, \$1,880 was expended for salaries and \$130 for other purposes.

Plant.—Estimated value, \$14,150. The plant consists of 10 acres of land, valued at \$2,000, a two-story brick building, valued at \$12,000, and equipment valued at \$150.

Recommendation.—That the work be encouraged and facilities added, as the need appears, for a boarding department, secondary work, and teacher training.

¹ See recommendations in summary chapter, p. 22.

RALEIGH.

	White.	Negro.
Population, 1910.....	11,695	7,372
Children 6 to 14 years of age, 1910.....	1,887	1,425
Teachers' salaries in public schools, 1910-11.....	\$30,601	\$8,266
Teachers' salaries per child 6 to 14 in city.....	\$16.22	\$5.80
Percentage illiterate, 1910.....	5.0	21.6

There are eight schools for white pupils and four for colored, with 59 teachers in white schools and 30 in colored schools. The average attendance is 1,531 white pupils and 981 colored pupils.

The public schools of Raleigh are crowded. With the addition of one elementary school, however, the public schools could accommodate the children 6 to 14. The Garfield School has 10 grades, including about one and a half years of high-school work. Good training in school and home gardening is given in this school. Shaw University is of State-wide importance and does not enter materially into the local situation. As rapidly as the public schools expand, the St. Augustine School should abandon the lower elementary grades and center its energies on teacher training and industrial work.

ST. AUGUSTINE'S SCHOOL.

Principal: A. B. Hunter.¹

A school of elementary and secondary grade with provision for industrial training. The institution is effective in its influence on the character of the pupils.

The school was founded in 1867 by Dr. J. B. Smith. It is owned by an independent board of trustees and is supported and supervised by the Board of Missions and the American Church Institute of the Protestant Episcopal Church.

Attendance.—Total, 264; elementary 200, secondary 64; boarders, 195. Of the elementary pupils 30 were in the "evening school." Of the secondary and night-school pupils 39 were male and 55 were female. The reported enrollment for the year was 350. Of the pupils in the higher classes 27 were from Raleigh, 42 from other places in North Carolina, and 23 from other States. There were 37 pupils in the nurse-training department.

Teachers and workers.—Total, 28; male 10, female 18; white 9, colored 19; grades 8, academic 8, girls' industries 3, boys' industries 3, music 1, drill 1, bookkeeping 1, librarian 1, nurse training 2.

Organization.—Elementary: Good elementary work is done in the eight grades of the day school. The evening school has three classes corresponding roughly to the fourth, fifth, and sixth grades. The students work during most of the day for pay and go to school from 4 to 6.10 p. m.

Secondary: Secondary work is done in the four-year "collegiate" course with 40 pupils and in the two-year "normal" course with 24 pupils.² The so-called collegiate course includes Latin, French, Greek, mathematics, English, elementary science, history, economics, Bible, and psychology. A few pupils take a half year of history, sociology, and geometry.

¹ White. Recently succeeded by Rev. Edgar H. Goold. Rev. Hunter is now honorary principal.

² Beginning 1915-16, the normal course covers three years.

The "normal" course includes history, English, algebra, civics, botany, Bible study, drawing, pedagogy, methods, practice teaching, and social studies.

Industrial: Considerable provision is made for industrial training. The required courses are cooking, sewing, printing, woodworking or bricklaying. There are also classes in basketry, chair caning, and weaving. The time given to this work varies from seven to nine periods per week. Though all the manual work for boys is practical, it lacks organization. As trade training, it is insufficient both in amount of time and in the essential elements of the occupation. Though the school cultivates about 75 acres of land, practically no instruction in agriculture is provided for the pupils.

The work in cooking and sewing for girls is well planned and effective.

Nurse training: A two-year course is given in a well-equipped hospital under the direction of competent instructors. The resident staff consists of a physician and a head nurse.

Financial, 1913-14.—An excellent system of accounting has been installed and the books are audited annually. According to the statement for 1913-14 the more important items were:

Income, excluding noneducational receipts.....	\$25,929
Expenditures, less noneducational receipts.....	22,655
Indebtedness.....	1,500
Value of property.....	200,000

Sources of income: Episcopal Board of Missions, \$13,017; American Church Institute, \$4,400; general donations, \$3,242; special donations and scholarships, \$2,066; endowment, \$1,737; special funds, \$687; Slater Fund, \$600; rent of house, \$180. The noneducational receipts are not shown separately, but the net costs of the various departments after deducting these receipts are shown as expenditure items. Figures for the St. Agnes Hospital are not included. The income of this department amounted to approximately \$12,000, practically all of which was used for maintenance.

Items of expenditure: Salaries in all departments amounted to \$11,514. The net cost of the several departments, including salaries, was as follows: General maintenance, \$6,860; academic and normal, \$4,385; administration, \$3,990; trades and industries, \$3,821; boarding department, \$2,154; agricultural department, \$616; other expenses, \$829.

School property: The school property consists of \$163,000 in the plant and \$37,000 in endowment.

Plant.—Land: Estimated value, \$22,000. The land comprises 110 acres, of which 75 are used for the farm. The school has a beautiful campus of over 20 acres.

Buildings: Estimated value, \$123,000. There are 16 buildings, including the hospital, chapel, and library. Eight of the buildings are of stone or brick; the others are of frame construction. Three are four stories high and five are of three stories. The buildings are in good condition and the rooms are well kept.

Movable equipment: Estimated value, \$18,000. A large part of the equipment is in hospital, industrial, and farm equipment.

Recommendations.—1. That the work of this good school be encouraged.

2. That the terms "normal" and "collegiate" be eliminated and the courses combined or more closely related to each other.¹

3. That industrial courses for boys be limited to manual training in wood, iron, and possibly masonry.

4. That the theory and practice of gardening be made a part of the regular course.²

Date of visit: December, 1914. Facts verified, 1915.

SHAW UNIVERSITY.

President: Charles F. Meserve.³

A school of secondary and collegiate grade, with students in medicine, pharmacy, and ministerial training. The simple industrial courses are well taught. The business management is effective.

The school was founded in 1865 by the American Baptist Home Mission Society. It is controlled by a board of trustees composed of northern and southern men. It receives aid and supervision from the American Baptist Home Mission Society, and the Woman's American Baptist Home Mission Society.

Attendance.—Total, 221; elementary 52, secondary 123, collegiate 24, medicine 9, pharmacy 13; male 114, female 107; boarders, 143. Of the students reporting home address, 62 were from Raleigh, 119 from other places in North Carolina, and 38 from other States. Forty of the students were from farm homes. The reported enrollment for the year was 291.

Teachers and workers.—Total, 30; white 14, colored 16; male 15, female 15; academic 14, girls' industries 4, boys' industries 3, ministerial 2, medicine and pharmacy 3, matron 1, other workers 3.

Organization.—Elementary: A subpreparatory class is provided for pupils not prepared to enter the secondary course. The work of this class consists of the usual eighth-grade subjects and industrial training.

Secondary: The subjects reported by practically all the secondary students were English, 4 years; Latin, 3; mathematics, $3\frac{1}{2}$; history, 1; Bible, $1\frac{1}{4}$. Half-year courses in agriculture and civics are elected by 35 students, one year of physics by 13, chemistry by 6, history by 15, French by 6, and education by 5. Other courses elected by two or three students are Greek, psychology, teacher training, and shorthand. All students are required to take some industrial course each year. The selection of subjects indicates a freedom from the usual overemphasis on foreign languages. There is, however, a need for centering the course on some definite object such as teacher training or pre-medical preparation.

Collegiate: The distribution of students by subjects on the day of visit was: English 20; biology, 17; physics, 12; chemistry, 10; French, 12; mathematics, 11; logic, 7; geology, 7; Latin, 5; psychology, 5. History, theology, and education were each reported⁴ by one student. While the emphasis on the physical sciences is in accord with modern ideas of education, it has evidently made necessary the neglect of history, social science, and teacher-training subjects.

¹ Some progress has already been made toward this reorganization.

² See recommendations in summary chapter, p. 22.

³ White.

Industrial: Manual training includes carpentry, cabinet making, painting, woodturning, blacksmithing, and mechanical drawing. The time devoted to these courses varies from two to eight hours a week during the preparatory and secondary years. The training of young women in cooking and sewing is unusually thorough.

Medicine and pharmacy: Three teachers devote all their time and two others half time to the courses in medicine and pharmacy. One academic teacher also gives a part of his time to these courses. The medical building is a three-story structure containing lecture rooms and laboratory facilities. The plan of the medical department, as outlined in the catalogue, is to give the first two years of a medical course following two years of college work. At the completion of the four years the student is to receive the degree of B. S. in medicine and be prepared to take up the last two years of the medical course at another institution. The pharmacy course required high-school education for entrance and three years of study for graduation. It is apparent that the courses outlined can not be adequately carried out with the available teaching force and clinical facilities.

Ministerial training: Two teachers are reported for ministerial courses, but one gives a large part of his time to academic classes. Only a few students were present on the day of visit, and these appeared to be poorly prepared.

Financial, 1914-15.—The books are kept in accordance with the requirements of the American Baptist Home Mission Society and an annual statement is made by the president to the society. According to the statement for 1914-15 the more important items for the year were:

Income, excluding noneducational receipts.....	\$31,973
Expenditures, less noneducational receipts.....	28,406
Value of property.....	373,251

Sources of income: American Baptist Home Mission Society, \$13,793; tuition and fees, \$8,715; sale of lots, \$3,106; Slater Fund, \$2,250; Woman's American Baptist Home Mission Society, \$1,050; laboratory and other fees, \$858; contributions from Negro churches, \$224; contributions from white churches, \$93; other sources, \$1,884. The noneducational receipts amounted to \$5,573. Of this \$4,791 was from the boarding department, \$782 was from sale of books, and the balance was from board and tuition, which could not be shown separately.

Items of expenditure: Salaries, \$16,650; supplies for boarding department, \$4,791; heat, light, and power, \$3,257; wages, \$1,692; repairs and renewals, \$1,300; educational supplies, \$907; traveling expenses, \$483; chemical laboratory, \$367; postage and stationery, \$329; athletic association fees, \$256; library expenses, \$101; expressage, \$68; other items, \$3,778.

School property: Of the property \$365,690 was in the school plant, \$3,994 in houses and lots held for sale, and \$3,567 in cash on hand.

Plant.—Land: Estimated value, \$132,550. The land comprises about 12 acres of valuable city property. The campus is well kept and neat in appearance.

Buildings: Estimated value, \$190,390. There are 14 buildings of varying sizes on the grounds, of which 8 are large brick structures. Most of the buildings are in good repair and all are exceptionally clean.

Movable equipment: Estimated value, \$42,750. Of this \$16,000 is in power-plant machinery, \$13,000 in hospital and medical equipment, \$8,800 in dormitory and classroom furniture, \$2,000 in the administration building, \$1,250 in boarding department equipment, \$900 in chapel furniture and \$800 in gymnasium.

Recommendations.—1. That the organization be simplified and the energy of the school centered on two or three well-planned courses.

2. That teacher training and premedical work be made the main objects of instruction.

3. That the theory and practice of gardening be made part of the secondary and teacher-training courses.¹

Date of visit: December, 1914. Facts verified, 1916.

LOCAL BAPTIST SCHOOLS.

Besides the three schools aided by the American Baptist Home Mission Society, the North Carolina State Baptist Convention reports 25 Baptist schools in the State. Of this number one was considered important enough to be discussed in the county summaries above. Fourteen were visited and are described below. The 10 not visited are listed at the end of this summary. Some of these are probably in session irregularly but are of little importance; others represent property held by the various Baptist associations and used for the local public schools, while others are merely planned for the future. From the struggle for existence which many of these schools have it is evident that 24 is too large a number for the Baptists of North Carolina to maintain efficiently. No new schools should be planned. Efforts should be made to have the public authorities assume responsibility for those now aided by the public and some cooperation should be developed between the remaining association schools.

It is also evident from the small amount of money available from the associations that much more efficient work could be done if the Baptists would concentrate all their money on six or seven of the stronger Baptist schools of the State. Of the schools described below, Western Union Academy, Burgaw Institute, and Bertie Academy are most worthy of further development. These institutions, with the four described under the counties, would require all the money now available.

ANSON COUNTY—WADESBORO.

ZION ACADEMY.²

Principal: J. R. Faison.

A crude one-teacher school, enrolling 32 pupils in 5 elementary grades. It is owned and partially supported by the local Baptist Association. As the school only operates 7 months, the 26 day pupils could be better cared for in the public school, which is about a half mile distant.

The income amounted to approximately \$200, which was used for the teacher's salary. The plant, estimated value \$1,500, consists of 2 acres of land on the edge of Wadesboro, two small frame buildings, and meager equipment. The buildings were dirty and in bad repair.

Recommendation.—In view of the proximity of a good public school and the progressive spirit of the public-school authorities, it is recommended that the plan to combine the public and private schools be carried out.

Date of visit: April, 1915.

¹ See recommendations in summary chapter, p. 22.

² It is reported that since date of visit some improvement has been made. Three teachers and 110 pupils were reported in 1915-16.

BERTIE COUNTY—WINDSOR.

BERTIE ACADEMY.

Principal: W. S. Etheridge.

An elementary school with a few pupils in secondary subjects. It is owned by the Bertie County Baptist Association and partly supported by Bertie County.

Attendance.—Total, 68; elementary 60, secondary 8. There were 17 girls boarding at the school.

Teachers.—Total, 4; all colored; male 2, female 2. In addition there was one part-time teacher.

Organization.—The school work is poorly organized. The school land is rented out, and agriculture is taught from a text-book. A little sewing is provided for the girls, but there is no industrial work for boys.

Financial, 1913-14.—The income amounted to \$1,764, of which \$652 was from the Baptist Association, \$550 from county funds, \$541 from tuition and fees, and \$21 from other sources. Of the income \$1,121 was expended for salaries, \$250 for light and fuel, \$110 for repairs, and \$283 for other purposes.

Plant.—Estimated value, \$15,000. The plant consists of 7 acres of land in Windsor, two frame buildings, one of which is a two-story structure with 20 rooms, and equipment valued at \$700.

Recommendations.—1. That the land now rented out be utilized for a school garden.

2. That industrial work for all the grades be provided.

Date of visit: December, 1914.

CHOWAN COUNTY—EDENTON.

ALBEMARLE TRAINING SCHOOL.

Principal: J. E. Tillett.

A one-teacher school supported by a few churches in the Roanoke Baptist Association. The attendance was 27. The school building is a very old, dilapidated frame structure, valued at about \$200.

Recommendation.—The school should not expect other than local support.

DUPLIN COUNTY—FAISON.

FAISON EDUCATIONAL AND INDUSTRIAL INSTITUTE.

Principal: J. Z. Horton.

A small elementary school with a few pupils doing some secondary work. It is owned by a board of colored trustees and maintained by the local Baptist Association. The 24 pupils were taught by the principal and two colored women. Some slight educational use is made of a blacksmith shop. The sewing is of little value. The income, excluding the boarding department, amounted to approximately \$1,100, of which \$500 was from the Baptist associations, \$350 from general donations, and \$250 from tuition and fees. Of the income about \$700 was expended for salaries, \$300 for repairs, and \$100 for general expenses. There is an indebtedness of \$750. The plant, estimated value \$3,900, consists of about 3 acres of land, two frame buildings, and equipment valued at \$800.

Recommendation.—In view of the small funds available for maintaining this school and the existence of a public school next door, this school should be combined with one of the stronger Baptist schools of North Carolina.

Date of visit: December, 1914.

FRANKLIN COUNTY—FRANKLINTON.

GIRLS' TRAINING SCHOOL.

A small elementary school with 21 pupils and two teachers. It is owned by the local Baptist Association. It is supported mainly by tuition, which amounts to approximately \$250 a year. The plant, estimated value \$2,000, is in very poor condition. There is no need for this school.

Recommendation.—That the property be sold and the proceeds devoted to assisting one of the larger Baptist schools of the State.

LENOIR COUNTY—KINSTON.

McDANIEL NORMAL AND INDUSTRIAL SCHOOL.

President: W. H. Bryan.

An ungraded school with 50 pupils all doing lower elementary work. The school was started in 1900. It is owned by the local Baptist Association and taught by the principal and a colored woman. There were no financial records at the school. The income, estimated at \$700, was derived from the association and tuition. Practically all the money was expended for salaries. The plant, estimated value \$6,000, consists of 26 acres of land, two rough frame buildings and equipment valued at \$500. There is an indebtedness of \$2,000 on the land. The buildings are poorly kept.

Recommendation.—That the school be combined with one of the larger Baptist schools of the State.

Date of visit: December, 1914.

MARTIN COUNTY—PARMELE.

HIGGS MEMORIAL INSTITUTE.¹

Principal: Miss Sarah C. Riddock.

A small elementary school doing low grade work. Efforts have been made to unite this school with the Middle Ground Institute at Williamston, N. C. Both schools are owned by local Baptist Associations.

There were 40 elementary pupils in attendance, taught by two colored women. The income amounted to approximately \$1,000, of which about \$800 was from Baptist Association and \$200 from tuition. Most of the income was used for teachers' salaries. The 2 acres of land and the old frame buildings were worth about \$1,000.

Recommendation.—In view of the county training school at Parmele these associations should give their support to one of the stronger schools of the State.

Date of visit: May, 1914.

PASQUOTANK COUNTY—ELIZABETH CITY.

ROANOKE COLLEGIATE INSTITUTE.

Principal: C. F. Graves.

A disorganized elementary school with four secondary pupils. It is owned by the local Baptist Association. The 107 pupils were in 11 grades, practically all doing elementary work. The six teachers, all colored, were poorly trained. Part of the accounts were kept by the president and part by the treasurer of the association. None of the records were systematic. As far as could be determined the income amounted to approximately \$4,500, which came from the association, tuition, and donations. Of this \$2,000 was expended for salaries and the balance for other purposes. The plant, estimated value \$9,300, consists of 10 acres of land, two frame buildings, and equipment valued at \$300. The indebtedness amounted to \$6,800.

Recommendation.—In view of the poor management of this school and the existence of other institutions, it is recommended that the school be combined with one of the larger Baptist schools of the State.

Date of visit: December, 1914.

PENDER COUNTY—BURGAU.

BURGAU NORMAL AND INDUSTRIAL INSTITUTE.

Principal: L. H. Powell.

An elementary school with a small boarding department doing the public school work for the town. It was founded in 1902 by the local Baptist Association, and is aided by the county.

Attendance.—Total, 114; all in eight grades; male 50, female 64.

¹ Also called "Middle Ground Institute."

Teachers.—Total, 4; all colored. All the instruction is given in one large room curtained off for classes. Limited instruction in sewing and gardening is provided.

Financial, 1913-14.—The income amounted to \$1,972, of which \$1,100 was from the Baptist Association, and \$872 from the county. Of this \$936 was expended for salaries and \$1,036 for running expenses and improvements.

Plant.—Estimated value, \$6,500. The plant consists of 5½ acres of land on the edge of Burgaw, two 2-story frame buildings in poor repair, and equipment valued at \$300.

Recommendation.—That the plant be improved and gardening and manual training be made part of the regular course.

Date of visit: December, 1914.

PITT COUNTY—GREENVILLE.

TAR RIVER INSTITUTE.

Principal: C. C. Clark.

A poorly managed elementary school with 85 pupils in eight grades. It is taught by two colored teachers with limited training. The control is vested in trustees chosen by the local Baptist Association, and the income of about \$500 is for the most part from the association. The plant, estimated value \$2,400, consisted of 4 acres of land on the edge of town, a rough, unpainted frame building, and equipment valued at \$200.

Recommendation.—That the school be combined with one of the stronger Baptist schools in North Carolina.

Date of visit: April, 1915.

RUTHERFORD COUNTY—RUTHERFORDTON.

WESTERN UNION ACADEMY.

Principal: P. F. Maloy.

A school of elementary grade with a few pupils in secondary subjects. It was founded by the local Baptist Association, by which it is owned and controlled. The school term is 7 months.

Attendance.—Total, 102; there were 35 boarders. The classroom work is fairly well done. Some garden work is done by the boys and sewing by the girls.

Teachers.—Total, 5; all colored.

Financial, 1913-14.—The more important financial items were:

Income, excluding noneducational receipts.....	\$1,844
Expenditures, less noneducational receipts.....	2,228
Value of plant.....	5,000

Sources of income: Baptist Association, \$1,260; tuition and fees, \$270; donations, \$210; other sources, \$104. The noneducational receipts were from the boarding department and amounted to \$525.

Items of expenditure: Salaries, \$1,160; supplies, \$800; traveling expenses, \$110; student aid, \$90; other expenses, \$593.

Plant.—Land: Estimated value, \$2,000. The land consists of 23 acres on the outskirts of Rutherfordton.

Buildings: Estimated value, \$2,500. There were four poorly constructed frame buildings, comprising a large school building, a small dormitory, and two cottages.

Movable equipment: Estimated value, \$500.

Recommendation.—That the course be adapted to the preparation of teachers for rural districts, and manual training and gardening be made a required part of the course.

Date of visit: April 1914.

WAKE COUNTY—WAKEFIELD.

HICKORY GROVE ACADEMY.

Principal: S. H. High.

An elementary school with one teacher and 24 pupils. Though it is taught in a building owned by the county, it is supported by neighboring Baptist churches, which raise about \$200 annually to pay the teacher.

Recommendation.—That the school be combined with the public schools.

Date of visit: December, 1914.

WAKE COUNTY—ZEBULON.

ZEBULON BAPTIST SCHOOL.

Principal: Miss M. B. Hilliard.

An elementary school taught in a one-room building on the Baptist Church property. Only 31 pupils attended. It was taught by one colored teacher. About \$200 is raised annually by the church to pay the teacher.

Recommendation.—That the school be combined with the public schools.

Date of visit: December, 1914.

WARREN COUNTY—NORLINA.

SHILOH INSTITUTE.

Principal: E. M. Bridgeford.

An elementary school with 9 pupils. The income amounted to approximately \$110, all of which was from the Baptist Association. The plant, estimated value \$2,500, consists of 50 acres of land and a frame building, and has just been purchased by the local Baptist Association.

Recommendation.—That the school be combined with some of the larger Baptist schools of the State.

Date of visit: February, 1914.

OTHER BAPTIST SCHOOLS.

In addition the following schools were reported, but evidence indicates that they are either out of existence or too small to be worthy of consideration in this report.

Bladen County: Clarkton, Hodges Normal School.

Craven County: James City, Atlantic and North Carolina School.

Forsyth County: Winston-Salem, Yadkin Valley High School.

Halifax County: Essex, Essex High School. Littleton, Reedy Creek Institute. Weldon, Neuse River Institute.

Johnson County: Smithfield, Johnson High School.

Northampton County: Garysburg, Garysburg High School.

Onslow County: Jacksonville, Trent River High School.

Richmond County: Hamlet, Pee Dee Institute.

CATHOLIC PARISH SCHOOLS.

There are six Catholic parish schools in North Carolina. The principal facts reported concerning them are listed below. The religious interest is strong in all of these schools.

County.	Town.	Schools.	Attendance.	Teachers.	Income.
Craven.	Newbern.	St. Joseph's School.	150	3	\$600
Gaston.	Belmont.	St. Benedict's School.	32	1	300
Gaston.	Gastonia.	St. Joseph's School	40	1	400
New Hanover.	Wilmington.	St. Mary's School.	150	5	1,000
Sampson.	Newton Grove.	St. Francis' School.	20	1	225
Wake.	Nazareth.	Sacred Heart School.	15	1	175

EPISCOPAL SCHOOLS.

Besides the St. Augustine Normal School, described under Wake County, there are five Episcopal parochial schools in North Carolina. Three of these schools were visited and are described in this summary. The two whose existence was verified by correspondence are listed at the end of the summary. The Episcopal Board of Missions has records of other schools, but their existence is so doubtful that they are not considered in this study.

CHOWAN COUNTY—EDENTON.

EPISCOPAL PAROCHIAL SCHOOL.

Principal: W. J. Herritage, the local rector.

A small Episcopal parochial school with 39 pupils. The wife of the local rector teaches the school, the rector himself giving some assistance. It is supported by tuition amounting to about \$200, and is taught in the Sunday school room of the Episcopal Church.

Recommendation.—In view of the other public and private schools in Edenton and the present condition of this school, the effort to continue the work does not seem warranted.

Date of visit: December, 1914.

FRANKLIN COUNTY—LOUISBURG.

GOOD SHEPHERD PAROCHIAL SCHOOL.

Principal: George C. Pollard.

A parochial school owned by the Episcopal diocese of North Carolina and aided by the Episcopal Board of Missions. It has two teachers and an enrollment of 137 pupils. Practically all the work is elementary. Three pupils assist in the teaching. Industrial work is limited to cooking and sewing.

Financial, 1913-14.—The income was \$700, of which \$500 was from the Episcopal Board and \$200 from tuition and donations. This was all used for teachers' salaries.

Plant.—Estimated value, \$1,500. The plant consists of an acre of land in Louisburg and a new two-story frame building. The Episcopal Board gave \$500 toward the building, and the rest was raised by subscription.

Recommendation.—That the Episcopal board endeavor to develop cooperation with the public-school system.

Date of visit: December, 1914.

WARREN COUNTY—WARRENTON.

ALL SAINTS MISSION SCHOOL.

Principal: J. H. Hudson.

A small parochial school with 50 pupils and one teacher, taught in the basement of the church. The minister of the church is in charge of the work. It is owned by the diocese and is maintained by the Episcopal Board of Missions. There were 50 pupils, distributed through eight grades, and one teacher, a colored woman, who gave all her time to the school.

Financial.—The income of the school was \$240, of which \$200 was from the Episcopal Board of Missions and \$40 from tuition. All of this was used for teacher's salary.

Recommendation.—The donations from the Board of Missions might better be used in connection with the public schools or at one of the other Episcopal schools of the State.

Date of visit: December, 1914.

OTHER EPISCOPAL SCHOOLS.

The following schools were reported by correspondence, but evidence indicates that they are not of sufficient importance to enter into the present study:

County.	Town.	School.
Edgecomb.	Tarboro.	St. Luke's School.
Halifax.	Littleton.	Littleton Mission School.

LUTHERAN SCHOOLS.

Besides Immanuel Lutheran College the Board of Colored Missions of the Evangelical Lutheran Synodical Conference reports eight parochial schools in North Carolina. Evidence indicates that they are not of sufficient importance to be considered in this study. They are listed as follows:

Town.	County.	School.
Albemarle.	Stanly.	Parochial.
Charlotte.	Mecklenburg.	St. Paul's School.
Concord.	Cabarrus.	Grace School.
Fayetteville.	Cumberland.	Parochial.
Sandy Ridge.	Stokes.	Mount Calvary School.
Salisbury.	Rowan.	St. John's School.
Southern Pines.	Moore.	Parochial.
Wilmington.	New Hanover.	Parochial.

PRESBYTERIAN SCHOOLS.

The Presbyterian Board of Missions for Freedmen reports 31 schools in North Carolina. The four that are considered of most importance have been discussed in the county summaries. Of the others, 11 were visited and are discussed below. The other 16 are listed at the end of this summary. These small parochial schools are of local significance. Many of them are considered as little more than Sunday schools by the Board of Missions. Five of these schools are, however, either maintained in cooperation with the public authorities or located in communities where their limited facilities are needed to supplement inadequate public schools. These schools are: Yadkin Academy at Mebane, Gould Academy at Chadbourn, Billingslee Academy at Statesville, Sarah Lincoln Academy at Aberdeen, and Dayton Academy at Carthage. The Presbyterian Board should support these five schools only until the public-school authorities are able to assume their full maintenance. It is obvious that with the pressing needs of Biddle University and the larger Presbyterian schools in the State, the money now spent on many of the smaller schools might better be applied to the maintenance of the larger institutions.

ALAMANCE COUNTY—MEBANE.

YADKIN ACADEMY.

Principal: P. J. A. Cox.

An elementary school owned by the Presbyterian Board of Missions for Freedmen and largely supported by the county of Alamance. The principal is the local pastor. There was an attendance of 60 pupils in nine grades. The reported enrollment for the year was 140. The school is taught by four colored women.

Financial.—The income for 1913-14 was \$1,250, of which \$625 was from the county, \$350 from the Presbyterian Board, \$210 from contributions, and \$65 from tuition. Of this sum, \$1,125 was expended for salaries and \$125 for other purposes.

The plant—estimated value, \$2,500—consists of five acres of land on the edge of the village, a two-story frame building, and a little furniture.

Recommendations.—1. That the Presbyterian board endeavor to obtain complete support from the county authorities and the school turned over to them.

2. That instruction in gardening and elementary industrial subjects be made a part of the regular course.

Date of visit: April, 1915.

ANSON COUNTY—WADESBORO.

PRESBYTERIAN PAROCHIAL.

Teacher: Mrs. E. A. McCorkle.

A small school of five grades, enrolling 43 pupils, taught by the minister's wife. The school has an income of \$117, of which \$90 is from the Presbyterian Board of Missions and \$27 from tuition. The schoolhouse is a one-room building in the rear of the church.

Recommendation.—In view of the good public-school facilities for colored children in Wadesboro and the existence of a larger private school there, this school seems unnecessary.

Date of visit: December, 1914. Facts verified, 1915.

BUNCOMBE COUNTY—ASHEVILLE.

PRESBYTERIAN PAROCHIAL.

Principal: C. B. Dusenbury.

A disorderly elementary school taught in an old church building by the Presbyterian preacher, his wife, and a student teacher. On the day the school was visited there were 130 pupils in 10 grades, all doing elementary work. The support, amounting to \$700, was paid partly by the Presbyterian Board of Missions and partly by tuition.

Date of visit: April, 1915.

BURKE COUNTY—MORGANTOWN.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: F L. Brodie.

A small seven-grade school, in session six months in the year, taught by the Presbyterian preacher and two members of his family. The school is operated in a town where there are few colored people. At the time of visit the school was not in session. The reported enrollment for the year was 87. Its support, amounting to about \$400, is from the Presbyterian Board of Missions for Freedmen and from tuition. The plant consists of 5 acres of land, value \$200; a two-story frame building, value \$1,500, and equipment valued at \$200.

Recommendation.—In view of the sparse Negro population of Morgantown and the surrounding counties the appropriation of the Presbyterian Board might better be used to increase the efficiency of the public school.

Date of visit: April, 1915.

COLUMBUS COUNTY—CHADBOURN.

GOULD ACADEMY.

Principal: H. L. Fuller.

A small three-teacher parochial school owned by the Presbyterian Board of Missions for Freedmen, and largely maintained by Columbus County. The Jeanes Fund worker for the county does some teaching. The attendance is 144, all elementary. The reported enrollment for the year was 225.

The reported income for 1913-14 was \$663. Of this, \$450 was from the county, \$180 from the Presbyterian Board, and \$33 from tuition. All the income is used to pay teachers' salaries. The plant—estimated value \$2,000—consists of 2 acres in Chadbourn and a four-room schoolhouse.

Recommendation.—That the plant be given to the county authorities on condition that total support be taken over by them.

Date of visit: December, 1914.

FRANKLIN COUNTY—LOUISBURG.

PRESBYTERIAN PAROCHIAL SCHOOL.

Teacher: Miss Zena Hill.

A small one-teacher school of four grades, taught in the rear of a church. Attendance, 22. The school is supported in part by the Presbyterian Board of Missions for Freedmen and a small amount of tuition is raised. In view of other school facilities in Louisburg, there is no need for this school.

Date of visit: December, 1914.

IREDELL COUNTY—STATESVILLE.

BILLINGSLEE ACADEMY.

Principal: J. C. Dockery.

An elementary school with 28 pupils in attendance and a total of 80 enrolled. The school term is seven months. The school provided for a small amount of gardening and sewing. The teachers are the pastor and three colored women. The Presbyterian Board of Missions owns the plant, which consists of 6 acres of land and a two-story frame building. The estimated value of the plant is \$2,000. The board pays the pastor's salary and contributes toward other salaries. In addition a small amount is raised by tuition. The total income is approximately \$500.

Recommendation.—In view of the proximity of this school to public schools, and in view of the small Negro population of Statesville, this school should be with the public school.

Date of visit: December, 1914.

MOORE COUNTY—ABERDEEN.

SARAH LINCOLN ACADEMY.

Principal: W. J. Rankin.

A small parochial school of elementary grade, owned by the Presbyterian Board of Missions for Freedmen and supported partly by that board and partly by tuition. There was an attendance of 55 on day of visit, with a few pupils in each of the eight grades. There were three teachers—the pastor of the church, his wife, and one assistant. The income of the school amounts to about \$600, all of which is used for teachers' salaries. Of this sum, \$395 is from the Presbyterian Board and the balance from tuition.

There is no public school for the 800 Negroes in Aberdeen. A public fund, to erect a school for colored children, is now accumulating.

Recommendation.—Efforts should be made to combine the public and private funds to support one good public school.

Date of visit: December, 1914.

MOORE COUNTY—CARTHAGE.

DAYTON ACADEMY.

Principal: I. H. Russell.

A small three-teacher parochial school owned and maintained by the Presbyterian Board of Missions for Freedmen. There were 47 pupils present on the day of visit, all of whom were elementary. The reported enrollment for the year was 140. The principal also teaches a night school with an enrollment of 27. The income for 1913-14 was \$301, of which \$217 was from the Presbyterian Board and \$84 from tuition. This was all expended for teachers' salaries. The plant, estimated value, \$1,500, consists of a six-room frame building and two acres of ground. There is a three-room cottage on the school grounds, which is not used at present. The school building is not in good repair, and the seating facilities are poor.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: December, 1914.

ROBESON COUNTY—LUMBERTON.

REDSTONE ACADEMY.

Principal: J. H. Hayswood.

An elementary school with a few pupils in high-school subjects and a small boarding department. It was founded in 1904 and is owned and maintained by the Presbyterian Board of Missions for Freedmen. The school term is seven months.

An attendance of 90 pupils was claimed. Only seven are studying secondary subjects. The 11 grades are taught by the principal and four women teachers.

Financial.—Exclusive of receipts from the boarding department, the income of the school was about \$860, of which \$600 was from the Presbyterian Board and \$260 from tuition and fees. This was offset by an expenditure of \$600 for salaries, \$110 for fuel, and \$65 for other expenses.

Plant.—Estimated value, \$2,930. The property consists of four acres of land, two frame buildings, and meager equipment.

Recommendation.—In view of the fact that there is a good public school for Negroes in Lumberton, and one other private school which is doing fairly good work, this school should be discontinued and the funds transferred to another school or used for the improvement of the public school.

Date of visit: December, 1914.

WAKE COUNTY—WAKE FOREST.

WAKE FOREST NORMAL AND INDUSTRIAL SCHOOL.

Principal: A. L. Young.

A privately controlled elementary school with a few secondary pupils. There were 38 pupils in attendance. The plant is poor and management doubtful. The school was formerly a parochial school and still receives a small appropriation from the Presbyterian Board of Missions for Freedmen. It is owned by a board of five trustees but is controlled by the principal.

The school is taught by three full-time and two part-time teachers, two of whom are men. The principal, in addition to teaching, conducts a small store and spends part of his time soliciting money.

Financial, 1913-14.—No systematic accounts are kept. The principal keeps a list of donations in a memorandum book. As far as could be determined the income for 1913-14 was \$2,460, most of which was from donations. About half of this sum was used for running expenses and the balance on new building. The indebtedness was \$2,222, of which \$1,202 was on the uncompleted building, \$220 on notes payable for supplies, and \$800 due the principal on land he had sold to the school.

Plant.—Estimated value, \$5,000. The school owns $2\frac{1}{2}$ acres of land in the town. A large frame building of 30 rooms is now in course of erection. The school building contains 5 rooms, 3 of which are used for classrooms. Two small cottages are used for teachers' homes.

Recommendation.—This school should not expect other than local support.

Date of visit: December, 1914.

OTHER PRESBYTERIAN SCHOOLS.

The following schools were also reported by the Presbyterian Board, but evidence indicates that they are hardly worthy of consideration in this report. They are transitory in nature and frequently move when the pastor goes to a new church. They are listed as follows.

County.	Town.	County.	Town.
Alamance.	Mebane.	Mecklenburg.	Pineville.
Alamance.	Graham.	Richmond.	Hamlet.
Bladen.	Elizabethtown.	Scotland.	Laurinburg.
Caldwell.	Lenoir.	Surrey.	Mount Airy.
Craven.	Newbern.	Wake.	Raleigh.
Forsyth.	Winston-Salem.	Wilson.	Elm City.
Granville.	Fairport.	Yadkin.	Booneville.
Henderson.	Hendersonville.	Hoke.	Raeeford.

SCHOOLS OF MISCELLANEOUS DENOMINATIONS.

In addition to the denominational schools already described, there are two other small denominational schools in North Carolina. These schools are maintained by the African Methodist Episcopal Zion and the Methodist Episcopal denominations. In view of the uncertainty of their support and the need of the larger schools in the State maintained by these denominations, their present condition does not justify the effort to continue their work.

BLADEN COUNTY—CLARKTON.

AFRICAN METHODIST EPISCOPAL ZION SCHOOL.

Principal: Mrs. A. L. Lomax.

A one-teacher elementary school of seven grades, with an attendance of 30 pupils. There is no material difference in the grade of work or the facilities of this private school and the public school which is located next door to it. It is owned by the District Conference of the African Methodist Episcopal Zion Church and its support comes in part from the conference and in part from tuition. The income is about \$250.

The plant, estimated value \$1,500, consists of 2 acres of land, a very crude building which has never been finished, and equipment valued at \$300.

Recommendation.—That effort be made to combine this private school with the public school next door so that a full-time two-teacher school may be operated instead of two small one-teacher schools with short terms.

Date of visit: April, 1915.

CLEVELAND COUNTY—LAWNDALE.

DOUGLAS ACADEMY.

A four-teacher elementary school formerly maintained by the American Missionary Association. It was sold to the Western North Carolina Conference of the Methodist Episcopal Church and is to be reopened and supported by the Conference.

The plant, worth about \$4,500, consists of two 2-story frame buildings and 10 acres of land near Lawn-dale Junction.

INDEPENDENT SCHOOLS.

Besides the schools discussed in the county summaries, there are seven small independent schools in North Carolina. The James City primary school is taught for tuition and should continue only until the public schools are adequate. The school at Rockingham should be merged with the public-school system. The other five schools are extremely doubtful in management. As their maintenance is dependent upon individual initiative, donations should be withheld.

ANSON COUNTY—PEE DEE.

BARRETT COLLEGIATE AND INDUSTRIAL INSTITUTE.

President: A. M. Barrett.

A one teacher school with six pupils. It is owned by the principal. The income amounted to approximately \$300, all of which was from donations and was used to pay the teacher. The plant, estimated value \$3,000, consists of 28 acres of land, an old brick building, and equipment valued at \$500. The building was dirty and in bad repair.

Recommendation.—This school should not expect other than local support.

Date of visit: December, 1914.

CRAVEN COUNTY—JAMES CITY (NEWBERN).

JAMES CITY PRIMARY SCHOOL.

Principal: M. F. Sawyer.

A private school taught by the principal and supported by the tuition, which amounts to approximately \$200 a year. There were 30 in attendance on day of visit. The school is taught in a house next to the principal's home.

Recommendation.—This school should not expect other than local support.

Date of visit: December, 1914.

EDGECOMBE COUNTY—ROCKY MOUNT.

ROCKY MOUNT INDUSTRIAL HIGH SCHOOL.

Principal: J. B. Harper.

An elementary school with a few pupils in secondary subjects. It is owned by a private board of trustees and supported by tuition. The 105 pupils are taught by four teachers. Although such subjects as Latin, rhetoric, and civil government were reported in the higher classes, the spelling and writing of the pupils indicated that they are hardly more advanced than low-grade elementary pupils.

The income amounted to approximately \$500, all of which was from tuition.

The plant, estimated value \$1,100, consists of a small lot, a 4-room frame building, and equipment valued at \$100. The rooms were crowded and the seats poor. There is a mortgage indebtedness of \$500 on the plant.

Recommendation.—That the trustees endeavor to have the public-school facilities improved so that this poorly managed private school may not be needed.

Date of visit: December, 1914.

FRANKLIN COUNTY—LOUISBURG.

LOUISBURG NORMAL AND INDUSTRIAL TRAINING SCHOOL

Principal: S. P. Hawkins.

The principal claims to have an elementary school with an attendance of 40 pupils. Though the building was visited on two school days, no pupils were discovered. The plant, estimated value \$2,000, consists of about an acre of land, a two-story frame building, and equipment valued at \$300.

Recommendation.—That all donations be withheld.

Date of visit: December, 1914.

MOORE COUNTY—SOUTHERN PINES.

THE INDUSTRIAL UNION INSTITUTE TRAINING SCHOOL AND ORPHANAGE.

Principal: James M. Henderson.

A poorly managed school with a few pupils. The work has practically no educational value. Though the school is incorporated, the ownership is largely in the control of the principal, who spends most of his time soliciting funds. The principal and his wife and three others are employed as teachers. Thirty pupils were present on day of visit. Of these nine were orphans.

Financial, 1913-14.—The income, exclusive of the boarding department and farm, amounted to approximately \$1,200, which was raised through donations, tuition, and entertainments. The boarding department and farm were said to be self-sustaining. All of the income was expended for salaries and running expenses.

Plant.—Estimated value, \$11,800. The plant consists of 4 acres of land on the edge of town, 24 acres 2 miles from town, 7 small, poorly-constructed frame houses, and equipment valued at \$600.

Recommendation.—This school should not expect other than local support.

Date of visit: March, 1915.

RICHMOND COUNTY—ROCKINGHAM.

ROCKINGHAM NORMAL AND INDUSTRIAL TRAINING SCHOOL.

Principal: W. C. DeBerry.

An elementary school controlled by a board of 10 trustees, two of whom are white. The school was founded in 1910 by the principal and his wife and the school property in Rockingham is owned by them. The trustees are to hold the title to the farm which the school is trying to purchase.

Attendance.—Total, 83. Only one pupil, who was an assistant teacher, was doing secondary work. About 10 pupils board at the school. The reported enrollment for the year was 116.

Teachers.—Total, 6; all colored; male 1, female 5. Three other teachers give part of their time to the school.

Organization.—All the classes are small. Little emphasis is placed on industrial work. The boys in the advanced classes are taught blacksmithing and woodworking in a shop in Rockingham.

Financial, 1913-14.—As far as could be determined from the meager financial records the more important items for the year were:

Income, excluding noneducational receipts.....	\$1,383
Expenditures, less noneducational receipts.....	2,057
Indebtedness.....	4,745
Value of plant.....	8,500

Sources of income: Tuition and fees, \$1,265; school entertainments and donations, \$118. The noneducational receipts were from the boarding department and amounted to \$605.

Items of expenditure: Teachers' salaries, \$1,200; supplies for boarding department, \$490; equipment, \$336; power, light, and heat, \$331; repairs, \$130; other expenses, \$175.

Indebtedness: The indebtedness was in the form of mortgage on the school plant.

Plant.—Land: Estimated value, \$4,000. The school campus consists of a large city lot. A farm of 210 acres 2 miles from Rockingham is being purchased.

Buildings: Estimated value, \$3,000. The one building which is used for girls' dormitory and classrooms is a two-story frame structure. Another small house is rented for the boys' dormitory. The school building is poorly constructed but fairly well kept.

Movable equipment: Estimated value, \$1,000, of which \$650 was in furniture and \$350 in farm implements, live stock, and other equipment.

Recommendations.—1. That contributions be withheld so long as the school property is owned by the principal.¹

2. That the county authorities make this school a part of the public-school system and use it as a county training school.

Date of visit: December, 1914.

WAKE COUNTY—RALEIGH.

LATTA UNIVERSITY.

Principal: M. L. Latta.

No such institution exists, though a representative of the venture was soliciting in 1916. At one time, it appears, a few pupils attended as elementary day pupils, but all pretense of teaching was abandoned many years ago. The name "Latta University" has been used for a number of years as a means of soliciting funds, ostensibly for the school, but actually for the principal.

The so-called "Latta University" was incorporated under the laws of North Carolina in 1894. Title to the property, which has apparently been acquired by funds contributed for the supposed school, is vested in the principal's wife. The property, at the present time, consists of 300 acres of valuable land on the outskirts of Raleigh, a comfortable cottage used for the home of the principal, and a dilapidated frame building formerly used for teaching a few pupils. The land is now said to be worth over \$25,000.

Latta, who professes to be a minister and uses the title "Reverend," wrote a 400-page book, "The History of My Life and Work." The following statement made on page 55 of this book is a good illustration of the many extravagant statements made in the interest of this fraud:

"Latta University is located in West Raleigh, N. C., 1 mile west from the capitol building. The location is the very best that could be desired for this school, being outside the busy city, but within easy reach by means of the electric street cars, which run near the institution. It is one of the largest schools in the South in every respect, having capacity to accommodate more than fourteen hundred students. We have twenty-three buildings on the campus."

Recommendation.—That all donations be withheld.

¹ See recommendations in summary chapter, p. 22.

XV. OKLAHOMA.

SCHOOL FACILITIES IN THE STATE.

There are 137,612 Negroes in Oklahoma, forming 8.3 per cent of the total population. The increase in the Negro population was 82,000, or 147 per cent, between 1900 and 1910. This is the largest percentage of increase in Negro population for any of the States. The Negroes constitute 9.8 per cent of all persons engaged in agricultural pursuits in the State, the number of farms cultivated by them having increased 107.9 per cent between 1900 and 1910. As farmers, renting and owning land, they have charge of 1,066,863 acres; as farm laborers they undoubtedly cultivate a much larger area. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 17.7 per cent of the colored people 10 years of age and over, and over 6.2 per cent of the children 10 to 14 years of age, and the death rate is very high. In view of these facts it is important to note the following summary of the public school facilities and educational needs of Oklahoma as they are shown in the reports of the United States census and the State Superintendent of Education.

	White.	Negro.
Population, 1910.....	1, 444, 531	137, 612
Children 6 to 14 years of age in State, 1910.....	308, 715	30, 818
Children, 6 to 14, in 52 counties, 1910 ¹	227, 489	28, 449
Teachers' salaries in public schools, 52 counties, 1912-13 ²	\$3, 232, 706	\$283, 385
Teachers' salaries per child 6 to 14 in 52 counties.....	\$14. 21	\$9. 96
Percentage illiterate, 1910.....	4. 1	17. 7
Percentage living in rural communities, 1910.....	80. 7	73. 1

Public appropriations.—The public-school teachers of Oklahoma received \$3,516,091 in salaries in 1912-13. Of this sum \$3,232,706 was for the teachers of 227,489 white children and \$283,384 for the teachers of 28,449 colored children. On a per capita basis this is \$14.21 for each white child and \$9.96 for each colored child. Map 22 presents these per capita figures for each county in Oklahoma, the proportion of Negroes being indicated by the shading. It will be noted that in the large majority of the counties of the State the Negroes form less than 10 per cent of the total population, and in no county do they form more than 50 per cent of the total. The relatively high per capita is partly due to this wide distribution of Negro population. The following table gives the expenditures for county groups based on the percentage of Negro population:

County group.	Percentage of Negro population.	White school population.	Negro school population.	Per capita for white.	Per capita for Negro.
Counties under 10 per cent.....		148, 926	6, 276	\$13. 50	\$13. 18
Counties 10 to 25 per cent.....		55, 029	9, 791	15. 01	8. 65
Counties 25 to 50 per cent.....		23, 534,	12, 382	16. 79	9. 37

¹ Only 52 counties in Oklahoma are included. The remaining 23 counties have an inappreciable Negro population.

² Teachers' salaries furnished by State department of education.

In addition to the expenditures for public schools, the State appropriated \$640,863 to maintain for white pupils two preparatory schools, six normal schools, and three institutions of higher learning. For colored pupils the State appropriated \$36,000 to maintain the State Agricultural and Mechanical School, which also receives Federal funds.

Private financial aid.—The four private schools for colored people in Oklahoma have an annual income of \$4,026, a property valuation of \$9,300, and an attendance of 289 pupils, practically all of whom are elementary. Only one of these is considered an important part of the educational system of the State. The two small Catholic schools and the small colored Methodist Episcopal school are described under ownership groups on page 467.

Attendance.—The United States census reported 30,818 colored children 6 to 14 years of age, of whom 23,581 or 76.5 per cent were attending school. The average length of the school term for the State is 6.5 months. The cities with a sufficient number of Negroes of school age have fairly good public high schools. Five 4-year high schools are maintained and there are probably 10 to 12 other town schools which enroll a few pupils above the elementary grades.

Teacher training, agricultural courses, and industrial instruction for colored people are limited to the high schools and the State school. The State school has been so hampered by poor management that these courses have not been effective. All of the high schools have industrial training and some of them have courses in gardening.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary school system. The only agencies able to supply this need are the State, the county, and the local public-school districts.
2. The increase of teacher-training facilities. The policies of the State school should be directed to this end. The counties, or groups of adjacent counties, should endeavor to organize central training schools where secondary, industrial, and teacher-training facilities may be provided.
3. More provision for instruction in gardening, household arts, and simple industrial training. In addition to supplying more trained teachers, central schools developed as a part of the public school system should provide instruction in these branches. In developing this work the counties should realize the possibilities of industrial supervisors such as those provided by the Jeanes Fund.




PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

LOGAN COUNTY.

	White.	Negro.
Population, 1910.	23, 510	8, 196
Children 6 to 14 years of age, 1910.	4, 608	1, 976
Teachers' salaries in public schools, 1912-13.	\$79, 087	\$26, 070
Teachers' salaries per child 6 to 14 in county.	\$17. 16	\$13. 19
Percentage illiterate, 1910.	1. 9	16. 9

Map of Oklahoma showing county names, population, and area. The map includes county names like Harper, Woods, Alfalfa, Grant, Kay, Nowata, Ottawa, Woodward, Garfield, Noble, Osage, Delaware, Ellis, Major, Pawnee, Rogers, Mayes, Cherokee, Adair, Dewey, Blaine, Payne, Creek, Wagoner, Cheyenne, Beaver, Ouster, Canadian, Logan, Lincoln, Oklahoma, Muskogee, Sequoyah, Beckham, Washita, Cleveland, Pottawatomie, McIntosh, Haskell, Greer, Kiowa, McClain, Pittsburg, Latimer, LeFlore, Harrison, Jackson, Comanche, Stephens, Garvin, Murray, Portotoc, Coal, Atoka, Pushmataha, Tillman, Jefferson, Carter, Johnston, Marshall, Bryan, Choctaw, Mountain, Cimarron, Texas, and Beaver. Each county is labeled with its name, population, and area. Some counties are shaded with different patterns: cross-hatch for major cities, diagonal lines for other cities, and horizontal lines for other cities.

	Under 10 per cent.
	10 to 25 per cent.
	25 to 50 per cent.

These statistics indicate that the public-school facilities are fairly satisfactory. The city of Guthrie maintains a good high school for colored people and the State Agricultural and Mechanical School for Negroes is located at Langston, in this county.

GUTHRIE.

FAVER HIGH SCHOOL.

Principal: George W. Carry.

A city high school offering four years of secondary work with some industrial training for girls.

Attendance.—Secondary, 85; male 28, female 57.

Teachers.—Secondary, 5; all colored; male 3, female 2.

Organization.—Secondary: The course includes: Latin, 3 years; English, 4; mathematics, 4; history, 2; physics, 2; psychology and physical geography. Domestic science is elected by a few of the girls.

Plant.—Estimated value, \$12,000. The plant consists of a city lot and a neat two-story frame building and good equipment.

Date of visit: December, 1915.

LANGSTON.

COLORED AGRICULTURAL AND NORMAL UNIVERSITY.

President: J. M. Marquess.¹

A secondary school with a large elementary enrollment and a few pupils in college subjects. Industries and agriculture are subordinated to literary studies. The institution has been seriously hampered by ineffective administration.

The school was organized by the Territorial Legislature in 1897 and is supported by State appropriations and the Federal funds for agricultural and mechanical education. It is under the direct control of a subcommittee of the State board of education.

Attendance.—Total, 408; elementary 219, secondary 144, teacher training 23, commercial 11, and collegiate 11. Of the 205 pupils above the seventh grade, 82 were male, 123 female; 168 were boarders, 20 were from Langston, 129 from other parts of Oklahoma, and 56 from other States. There were 93 from farm homes. The reported enrollment for the year was 478.

Teachers and workers.—Total, 28; all colored; male 18, female 10; grade and academic teachers 12, music 2, agriculture 2, boys' industries 4, girls' industries 3, nurse training 2, matrons 3.

Organization.—Elementary: The elementary division, limited to the four upper grades, is the largest in the school. Owing to the small number of teachers assigned, the classes range as high as 65, 75, and 80 to a teacher during the winter when the greatest number are in attendance.

Secondary: A large majority of the pupils above the elementary grades are taking a four-year course composed of the traditional high-school subjects, including Latin and German. One of the teachers reports Greek. Many of the schedules outlined by the pupils are too heavy and complicated for good work. The normal course continues the secondary work for two years with courses in physiology, theory and history of education, and a very limited amount of practice teaching in the lowest class in the institution. The commercial pupils combine secondary subjects with the study of stenography, typewriting, and bookkeeping.

College: The college division includes 11 students scattered through four classes. The waste involved in this is accentuated by the fact that the entire institution has only

¹ Elected since date of visit.

12 grade and academic teachers, and classes range from 30 or 40 pupils in the preparatory division to 70 and 80 in the elementary classes.

Industrial:¹ Four teachers of boys' industries are employed. The equipment is ample. The time required is 15 hours a week. The trades reported are blacksmithing with 7 pupils, carpentry 13, foundry work 7, and mechanical, electrical, and steam engineering 13. The school has neither equipment nor teachers for the engineering courses reported.

Courses in cooking and sewing are taught by three teachers. The equipment is satisfactory. The school boarding department is conducted without regard to the course in domestic science.

Agriculture: The elaborate courses of this division are handled by only one teacher. The equipment consists of a large farm and a good supply of farm implements. Only nine pupils have selected agriculture as their chosen vocation. Elementary pupils have theory and practice of gardening.

Discipline: Direction of students in the dormitories and on the grounds was weak. Supervision of the girls' dormitories was done largely by student monitors. No paid matron or teacher lived in these dormitories.

Financial, 1912-13.—The principal books were kept in the office of the State superintendent of education at Oklahoma City. The only records kept at the school were of tuition, and of the boarding department, which is conducted privately by the president.² An elaborate registration system was used which entailed delay, expense, and much unnecessary work. As far as could be determined the more important items for the year ending June 30, 1913, were as follows:

Income, excluding noneducational receipts.....	\$46,400
Expenditures, less noneducational receipts.....	38,183
Value of plant.....	153,827

Sources of income: State appropriation, \$36,000; Federal funds, \$10,400. The non-educational receipts amounted to \$18,327, of which \$17,550 was from the boarding department, \$626 from the farm, and \$151 from the shops.

Items of expenditure: Salaries, \$27,806; materials, \$18,663; light and fuel, \$2,660; student labor, \$2,069; advertising and printing, \$2,040; outside labor, \$1,738; equipment, \$1,269; repairs, \$231; postage and sundry expenses, \$34.

Plant.—Land: Estimated value, \$16,000. The school site comprises 320 acres of land, with about 200 acres under cultivation. The general appearance of the school campus could be greatly improved.

Buildings: Estimated value, \$107,500. There are six school buildings and a barn, all in good repair. The main building is a substantial pressed-brick structure containing offices, classrooms, assembly room, and laboratories. The dormitories, two for young women and one for young men, are two-story frame buildings. The mechanical building is built of unfinished stone.

Movable equipment: Estimated value, \$30,327. Scientific apparatus, machinery, and furniture, \$24,250; live stock, \$3,000; books and pamphlets, \$3,077.

¹Owing to the destruction of the industrial building by fire, most of this work was temporarily discontinued.

²Since date of visit the boarding department has been let out on contract.

Recommendations.—1. That supervision of dormitories and grounds be improved, and especially that paid matrons be placed in charge of the girls' dormitories.

2. That classes be reorganized to give more teachers to the lower grades.

3. That agricultural and industrial instruction be made a more important part of the school work.

4. That the boarding department be conducted by the school under the direction of the domestic-science teacher.

5. That a simpler and more effective method of bookkeeping be installed at the school, which will show the expenditures for each department and make possible useful comparisons monthly or annually.

Dates of visits: March, 1914; April, 1914; September, 1916.

MCCURTAIN COUNTY.

Population, 1910.....	13, 569	4, 576
Children 6 to 14 years of age, 1910.....	3, 596	1, 125
Teachers' salaries in public schools, 1912-13.....	\$53, 096	\$8, 303
Teachers' salaries per child 6 to 14 in county.....	\$14. 77	\$7. 38
Percentage illiterate, 1910.....	11. 3	28. 2

The entire population is rural. The number of teachers is 89 in white schools and 19 in colored schools. The average attendance is 1,958 white pupils and 725 colored pupils.

These statistics indicate the need for additional public-school facilities. The work of the elementary schools should be extended and strengthened. Effort should be made to reorganize the Alice Lee Elliot Memorial School in order to provide a central training institution where pupils may board and supplement the training received in the rural schools of the county.

VALLIANT.

ALICE LEE ELLIOT MEMORIAL SCHOOL.

Principal: W. H. Carroll.

An elementary school, with limited equipment, doing a much-needed work in a rural community.

The school was founded in 1880 by the Presbyterian Board of Missions for Freedmen and is owned and supported by that board.

Attendance.—Total, 93. Only one pupil was reported as above the eighth grade. About 60 were boarders. The enrollment for the year was 120.

Teachers.—Total, 6; all colored; male 2, female, 4; elementary 4, matron 1, sewing 1.

Organization.—The classroom work is fairly satisfactory. Little attention is given to the home life of the pupils. The dormitories and boarding department are carelessly administered. No educational use is made of the 300 acres of land.

Financial, 1913-14.—There were no accurate accounts. The following financial items are estimates given from memory by the principal:

Income, excluding noneducational receipts.....	\$1, 976
Expenditure, less noneducational receipts.....	1, 976
Value of plant.....	8, 000

Income: Presbyterian Board of Missions, \$1,576; tuition and fees, \$400. The non-educational receipts were from the boarding department and amounted to \$1,500.

Expenditures: Salaries, \$1,576; operating expenses, \$400.

Plant.—Land: Estimated value, \$3,500. There are about 300 acres of good farm land, part of which is cultivated on a commercial basis.

Buildings: Estimated value, \$4,000. The girls' building, erected about 15 years ago, is a large two-story frame structure with dormitory rooms, dining hall, and kitchen. The school building is a three-room frame structure in poor repair. The boys' dormitory is a small whitewashed building. The buildings are not well cared for and the dormitory rooms are crowded and disorderly.

Movable equipment: Estimated value, \$500. The equipment consists of a little furniture for classrooms and dormitories.

Recommendations.—1. That the dormitory accommodations be improved.

2. That the land be used to teach gardening and that simple manual training be given.¹

3. That the teaching force be increased and the advanced classes given teacher-training subjects.

Date of visit: March, 1915.

CATHOLIC PARISH SCHOOLS.

There are two Catholic parish schools in Oklahoma. These are small elementary schools. Their religious interest is strong. The principal facts reported concerning them are as follows:

County.	Town.	Schools.	Pupils.	Teachers.	Income.
Logan.	Langston.	Holy Family School.	40	2	\$300
Logan.	West Guthrie.	St. Catherine's School.	25	2	460

COLORED METHODIST EPISCOPAL SCHOOLS.

The Colored Methodist Episcopal Church maintains one school in Oklahoma at Boley, described below. The condition of the school hardly justifies the effort to continue the work

OKFUSKEE COUNTY—BOLEY.

OKLAHOMA NORMAL AND INDUSTRIAL INSTITUTE.

Principal: S. H. Johnson.

A small elementary day school with a few pupils taking high-school subjects. It is owned and controlled by the Colored Methodist Episcopal Church of the State.

Attendance.—Total, 131. All but 18 were below the eighth grade. In the so-called eighth, ninth, and tenth grades the enrollment was 8, 6, and 4, respectively. The secondary subjects are negligible. Industrial work is limited to a little sewing.

Teachers.—Total, 4, all colored; male 2, female 2. The teachers received their training at some of the larger Methodist schools.

Financial, 1912-13.—No books or financial records are kept. According to a statement of the principal, the income for the year amounted to \$1,300, all of which was from tuition and church contributions. About \$1,200 was expended for teachers' salaries. The indebtedness was \$1,150, of which \$1,000 was salaries in arrears and \$150 balance due on the land.

¹ See recommendations in summary chapter, p. 22.

Plant.—Estimated value, \$1,300. Of this \$350 was in the 5-acre tract of land, \$650 in a two-story frame building, and \$300 in limited classroom equipment.

Recommendations.—1. That the school be combined with the public school.

Date of visit: April, 1914.

PUBLIC HIGH SCHOOLS.

In addition to the Faver High School, described in Logan County, there are four public high schools for Negroes in Oklahoma. Several other colored public schools in the State have a few pupils above elementary grade. The four high schools are described in this summary.

MUSKOGEE COUNTY—MUSKOGEE.

MANUAL TRAINING HIGH SCHOOL.

Principal: C. B. Bryant.

A city high school, offering four years of secondary work with good industrial training. The seventh and eighth grades, and one section of the sixth, are taught in the same building.

Attendance.—Secondary, 138; male 46, female 92. There were 285 pupils enrolled in the three lower grades.

Teachers.—Secondary, 8, all colored; male 4, female 4. The teachers devote all or more than half of their time to high-school work. Two others teach in the high school, but give the larger part of their time to the grades. There were also four teachers who give their entire time to the sixth, seventh, and eighth grades.

Organization.—Secondary: There are two courses, the "general course" and the "manual training course." Fifty-one students take the manual training course and 87 the general course. Latin is not required, but is very generally taken by the students in the last three years of the course. The sciences are well taught.

Industrial: For the boys the work consists of woodwork and mechanical drawing. The girls have sewing alternately with cooking. Three double periods a week are devoted to industrial classes. The work is well done.

Plant.—Estimated value, \$70,000. Land: Estimated value, \$5,000. The school lot comprises somewhat more than an acre. The grounds are equipped with playground apparatus.

Building: Estimated value, \$60,000. The building is a modern brick structure of 19 rooms.

Movable equipment: Estimated value, \$5,000. The movable equipment consists of desks, industrial equipment, and an excellent library.

Date of visit: January, 1916.

OKFUSKEE COUNTY—BOLEY.

BOLEY PUBLIC HIGH SCHOOL.

Principal: E. M. Watson.

A small city high school, offering four years of secondary work. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 25. There were 363 pupils enrolled in the elementary grades.

Teachers.—Secondary, 2, both colored; male 1, female 1. There were nine teachers for the elementary grades.

Organization.—Secondary: The classroom work is fairly well done. Besides the usual high-school subjects, there is some instruction in cooking.

Plant.—Estimated value, \$15,000. The plant consists of about 2 acres of town property, one neat 2-story brick building, and two 1-story frame buildings. It is planned to use some of the land for gardening.

Date of visit: April, 1914.

OKLAHOMA COUNTY—OKLAHOMA CITY.

OKLAHOMA CITY PUBLIC HIGH SCHOOL.

Principal: T. R. Debnam.

A city high school, offering four years of secondary work with industrial training. The elementary grades are taught in the same building. The plant is owned by the county and the teachers are paid from county funds, but the school is supervised by the city superintendent.

Attendance.—Secondary, 80; male 23, female 57. The elementary enrollment was 719.

Teachers.—Secondary, 5; all colored. The two industrial teachers divide their time between the high school and the grades.

Organization.—Secondary: The high-school course covers: English, 4 years; mathematics, 4; Latin, 4; physical geography, 1; physics, 1; chemistry, $\frac{1}{2}$; botany, 1; history, 3; civics, $\frac{1}{2}$; manual training, 2; domestic science and art, 2.

Industrial: In the seventh and eighth grades and in the high school three double periods a week are given to woodworking for boys and cooking and sewing for girls. The work is well done, but is hampered by lack of space.

Plant.—Estimated value, \$63,750. Land: Estimated value, \$20,000. The school site occupies a block and a half.

Buildings: Estimated value, \$40,000. The main building, where the high-school work is done, is of brick. There are two other frame buildings. The total number of rooms in use is 37.

Movable equipment: Estimated value, \$3,750. This includes desks, industrial equipment, and a small library.

Date of visit: January, 1916.

TULSA COUNTY—TULSA.

TULSA PUBLIC HIGH SCHOOL.

Principal: E. W. Woods.

A city high school, organized on the plan of six years of elementary and six years of secondary work. Industrial courses are provided.

Attendance.—Secondary, 40; male 11, female 29. There were 61 pupils in the seventh and eighth grades and the advanced section of the sixth.

Teachers.—Secondary, 5; all colored; male 4, female 1. All the teachers devote part of their time to the lower grades. The teachers are well trained.

Organization.—Secondary: The subjects of the four upper grades are: English, $3\frac{1}{2}$ years; mathematics, $3\frac{1}{2}$; Latin, $2\frac{1}{2}$; elementary science, $1\frac{1}{2}$; history, 2; psychology, $\frac{1}{2}$; manual training, 3; domestic science and art, 3.

Industrial: All students in the sixth and higher grades spend five double periods a week in industrial work. The industrial work for girls consists of cooking and sewing; for boys, woodworking and furniture making, shoe repairing, chair caning and mat making. This work, especially in the lower grades, is thoroughly practical.

Plant.—Estimated value, \$6,000. Land: Estimated value, \$1,000. The school lot comprises a little less than one acre.

Buildings: Estimated value, \$4,000. There are two buildings, one of brick and one of frame construction. The high-school classes are taught in the frame building, which is a temporary structure.

Movable equipment: Estimated value, \$1,000. The equipment consists of desks and industrial apparatus.

XVI. SOUTH CAROLINA.

SCHOOL FACILITIES IN THE STATE.

There are 835,843 colored people in South Carolina, forming 55.2 per cent of the total population. They constitute 68.6 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 13.3 per cent between 1900 and 1910. As farmers, renting and owning land, they have charge of 3,939,592 acres; as farm laborers they undoubtedly cultivate a much larger area. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 38.7 per cent of the persons 10 years of age and over and 23.1 per cent of the children 10 to 14 years of age, and the death rate is almost twice as high as that of the white people. Such a degree of illiteracy and ill health is certain evidence of extensive waste of economic resources and human energy. In view of these facts, it is important to note the following summary of the public-school facilities and educational needs of South Carolina as they are shown in the reports of the United States census and the State superintendent of public instruction:

	White.	Negro.
Population, 1910.....	679, 161	835, 843
Children 6 to 14 years of age, 1910.....	¹ 145, 384	212, 125
Teachers' salaries in public schools, 1911-12.....	\$1, 454, 098	\$305, 084
Teachers' salaries per child 6 to 14 in State ²	\$10. 00	\$1. 44
Percentage illiterate, 1910.....	10. 3	38. 7
Percentage living in rural communities, 1910.....	81. 9	87. 8

Public appropriations.—The public-school teachers of South Carolina received \$1,759,182 in salaries in 1911-12. Of this sum \$1,454,098 was for the teachers of 145,384¹ white children and \$305,084 for the teachers of 212,125 colored children. On a per capita basis this is \$10.00 for each white child of school age and \$1.44 for each colored child.² Map 23 presents these per capita figures for each county in South Carolina, the proportion of Negroes being indicated by the shading. The inequalities are greatest in counties with the largest proportion of Negroes. The per capita sums for white children decrease and those for colored children increase, with considerable regularity, as the proportion of Negroes becomes smaller. The extent of this regularity appears in the following table, which shows the per capita expenditure for county groups based on the percentage of Negro population:

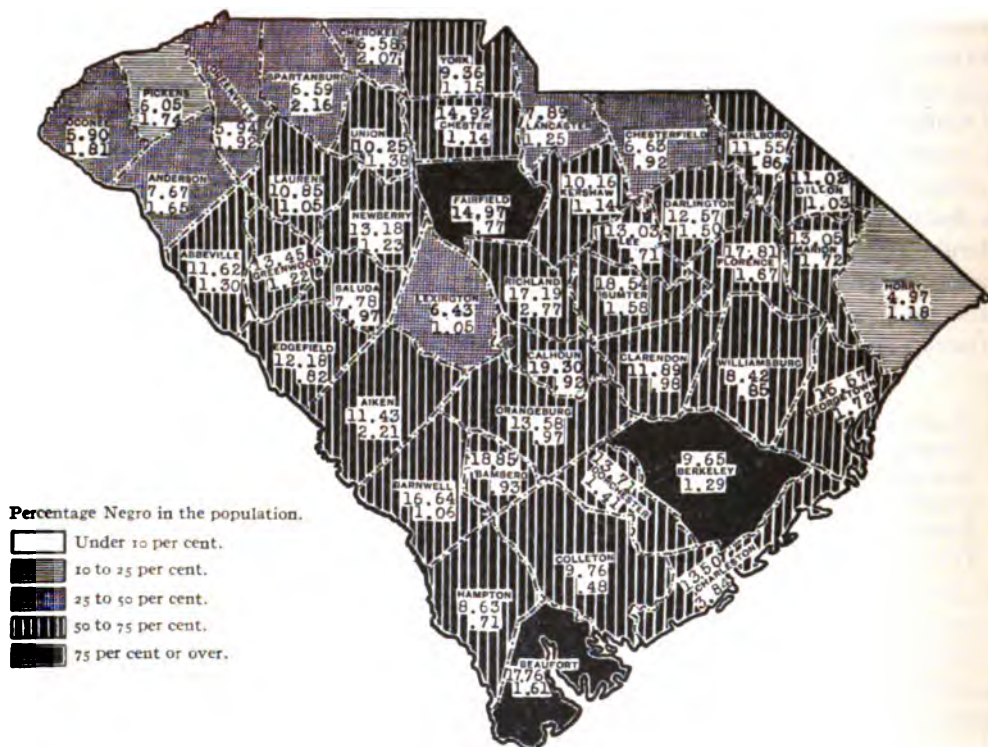
County groups, percentage of Negroes in the population.	White school population.	Negro school population.	Per capita white.	Per capita Negro.
Counties 10 to 25 per cent ³	9, 361	3, 176	5. 34	1. 44
Counties 25 to 50 per cent.....	51, 961	31, 669	6. 67	1. 68
Counties 50 to 75 per cent.....	79, 637	156, 542	12. 45	1. 42
Counties 75 per cent and over.....	4, 425	20, 738	14. 79	1. 18

¹ Includes 84 Indians and Asiatics.

² These per capita sums were computed by dividing the teachers' salaries in public schools by the number of children 6 to 14 enumerated by the United States census. The teachers' salaries were obtained from the report of the State superintendent, 1912, pp. 231-232.

³ There are no counties in South Carolina with less than 10 per cent Negro population.

The high per capita cost for white children in the "black belt" counties is partly explained by the fact that they are few in number and widely scattered. The smaller cost of schools for colored children is partly due to the lower wage scale of colored teachers and partly due to the very limited provision for high-school education. It is apparent, however, that these explanations by no means account for the wide divergencies in the "black belt" counties. In addition to the \$1,454,098 appropriated for the teachers of white public schools the State appropriated \$452,672 to maintain one normal school and



MAP 23.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN SOUTH CAROLINA ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

three institutions of higher learning. To the \$305,084 appropriated for colored public-school teachers, the State added \$12,614 to supplement the income of the State Agricultural and Mechanical School, largely maintained by the Federal Government.

Private financial aid.—The deficiencies in the expenditures for the education of the colored people largely explain the active campaigns for private schools since the Civil War. As a result of this activity the private schools have a property valuation of \$2,126,434, an annual income of \$214,379, and an attendance of 8,616 pupils, of whom 7,431

are in elementary grades. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. In South Carolina, however, the total expenditures for both public and private schools for colored people is far less than the expenditure for white teachers in public schools alone. In addition, the income of the 11 large private white schools as reported to the Bureau of Education, was \$319,980, as against \$214,379, the income of all colored private schools. A summary of the income and property of the private and higher colored schools, grouped according to ownership, is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.....	60	\$214, 379	\$2, 126, 434
Independent.....	11	51, 235	416, 205
Denominational.....	49	163, 144	1, 710, 229
State and Federal.....	1	44, 216	297, 300

According to this table the annual income and property value of the denominational schools are much higher than those of the independent schools. The annual income of the colored schools owned by denominations whose membership is white, or largely so, aggregates \$125,910, as compared with \$37,234 for those of the colored denominations. The property owned by the former group is valued at \$1,495,729 and that owned by the latter at \$214,500. Some of the schools owned by white denominations receive considerable sums of money from colored members. The statistics of the State and Federal school, with an income of \$44,216 and property valuation of \$297,300, are in striking contrast with those of the private schools. In addition to the private aid shown in the table, \$3,280 was appropriated for general supervision and special phases of education by the Jeanes and Slater Funds, and \$300 from the Rosenwald Rural School Fund.

While the total number of private schools is 60, only 26 play any important part in the educational activities of the State. Some of the remaining 34 may be justified on denominational grounds; the majority of the schools, however, are so hampered by small income or poor management that the State receives little benefit from them. The schools of the first group are described under their respective counties and their location shown on Map 24. The schools of the second group are summarized according to ownership and discussed at the end of this chapter. The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

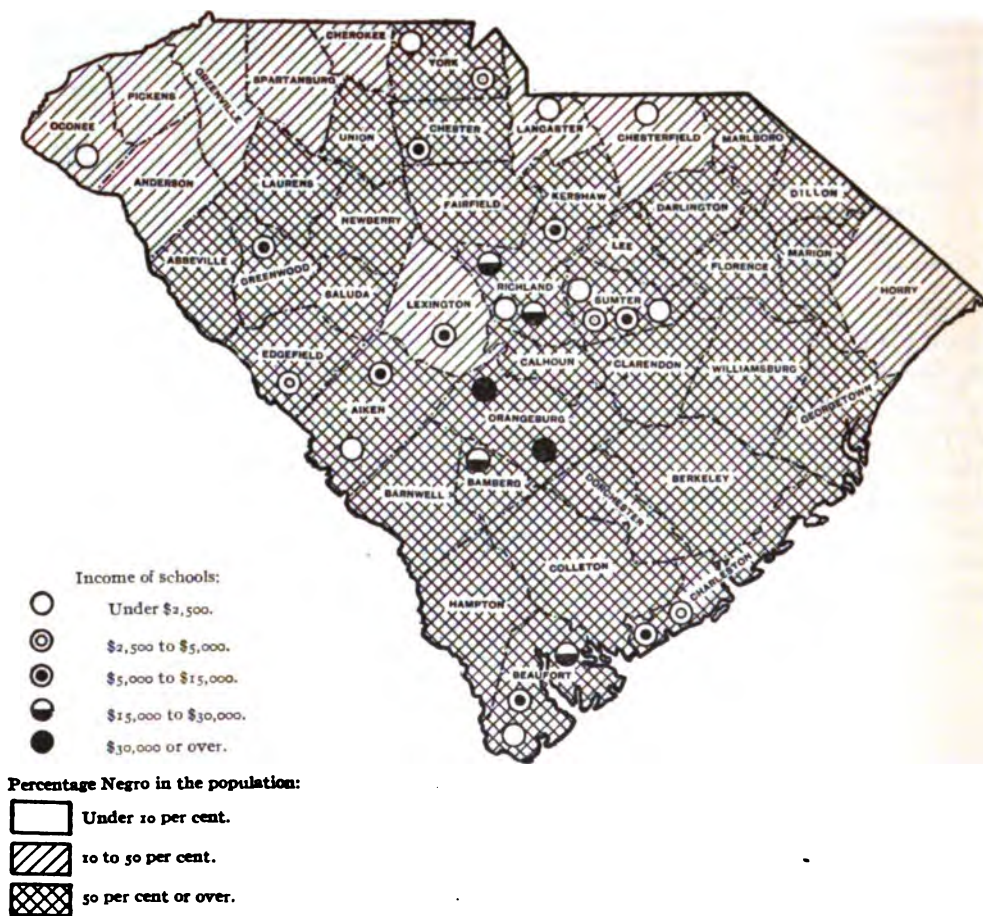
Ownership of colored schools.	Number of schools.	Total attendance.	Elementary.	Secondary.
Total private schools.....	60	18, 616	7, 431	1, 114
Independent.....	11	1, 012	954	58
Denominational.....	49	17, 604	6, 477	1, 056
State and Federal.....	1	726	529	197

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that only about one-eighth of their pupils are of secondary grade and there are only 71 students in college classes.

Attendance.—The United States census reported 212,125 children 6 to 14 years of age, of whom 118,981 were attending school. A study of the figures for the public and

¹ Includes 71 college students of whom 26 were in Claflin University and 45 in Benedict College.

private schools shows that, while a majority of the elementary colored pupils are in the public schools, the majority of the secondary and all of the college pupils are in private schools. The large majority of the white secondary students and two-fifths of the college students are in public institutions.



MAP 24.—PRIVATE SCHOOLS FOR NEGROES IN SOUTH CAROLINA.

The circles show the location and the annual income of the important schools. The shading indicates the percentage of Negroes in the total population.

Elementary.—The inadequacy of the elementary school system for colored children is indicated by the fact that the attendance in both public and private schools is less than 57 per cent of the children of elementary school age. The average term of the colored schools for South Carolina is 4.4 months. The teachers are very poorly prepared. The 7,431 pupils in private schools receive fairly good instruction, but they form only a

small percentage of the 118,981 children attending school and a still smaller fraction of the 212,125 children of school age.

Secondary.—The Howard High School in Columbia is the only colored public school in the State doing a considerable amount of secondary work. This school is not equal to the work of a full three-year high school. Several other schools enroll a few pupils beyond the elementary grades. The State school at Orangeburg offers a four-year secondary course. Of the 1,468 secondary pupils in South Carolina, 1,114 are in 18 private schools. Four-year courses are maintained in 7 of these schools with an attendance of 784. The secondary work of the remaining 11 schools varies from a few subjects above the elementary grades to a full three-year course. The courses of study of most of these schools follow closely the college preparatory or classical type. Many of them still require Greek and practically all make Latin the central subject. Very few have adequate provision for science or history and social studies.

College.—Benedict College and Claflin University are the only two institutions in the State equipped to do college work. Together they have a collegiate attendance of 71. Neither has equipment or teaching force sufficient to make possible a broad selection of electives. Several other schools claim college courses, but their work is not above secondary grade.

Teacher training.—The most urgent need of the colored schools is trained teachers. The supply now depends almost entirely upon the secondary schools, most of which are private institutions. Of these only six offer a fairly good course in teacher training. Four others include one or two teacher-training subjects in their general courses. To supplement these facilities, an effort has been made to develop county training schools. Through the cooperation of the Slater Fund and the General Education Board with the State department of education, one of these schools is now maintained. As yet, however, its work is almost entirely of elementary grade. The pupils in the graduating classes of all of the schools offering teacher-training subjects number about 250, an annual output obviously inadequate to meet the need for teachers in a State with over 835,000 colored people and 2,760 colored public-school teachers.

Industrial.—Although three of the schools in the State provide some trade training, none of them devote sufficient time to the work to produce efficient trade workers. The work done at Penn School is excellent, but students specialize in the chosen trade for only one year. The State school has adequate equipment, but the time allotment is not sufficient. The number of pupils who may elect trades at Schofield is restricted and the industrial activities are conducted on a commercial basis. In addition to these schools the Voorhees Industrial Institute has large trade equipment, but has not made sufficient educational use of it. While Claflin University has considerable trade equipment, the instruction is in the nature of manual training. Thirteen other schools offer fairly satisfactory industrial work in one or two lines and 8 or 10 schools are making some attempt to do industrial work.

Agricultural.—Only the State Agricultural and Mechanical School, Penn School, and Voorhees Institute are beginning to make effective educational use of their farms. The number of pupils specializing in agriculture at the State school is small. The other

three schools in the State which have farms have overlooked the value of a well-planned course in agriculture. Seven schools have courses in gardening.

Supervision.—No State supervisor of colored public schools is employed. Practically the only special supervision given to Negro schools is provided by the Jeanes Fund supervising industrial teachers. Ten counties in the State have these supervising teachers, who travel among the rural schools introducing industrial training and extending the influence of the school into the community. In 1915 the Jeanes Fund appropriated \$2,480, the counties contributed \$775, and the supervisors raised \$8,612 by appeals to the people. A summer school was held at the State Agricultural and Mechanical College for Negroes.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary school system. The only agencies able to supply this need are the State, the county, and the local public-school district. The greatest possibilities of State aid lie in the employment of a white supervisor of colored schools, whose duties will correspond to those of the supervisors now employed in 10 Southern States.

2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more summer schools and teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards.

3. More provision for instruction in gardening, household arts, and simple industries. In developing this work, counties should realize the possibilities of the Jeanes Fund industrial supervisors.

4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 80 per cent rural.

5. The maintenance of industrial high schools in cities.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are described in the sections which follow. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order:

AIKEN COUNTY.

	White.	Negro.
Population, 1910.....	18,997	22,850
Children 6 to 14 years of age, 1910.....	3,976	5,576
Teachers' salaries in public schools, 1911-12.....	\$45,448	\$12,372
Teachers' salaries per child 6 to 14 in county.....	\$11.43	\$2.21
Percentage illiterate, 1910.....	10.8	35.8

The rural population is 90.7 per cent of the total. The average length of the public school term is 6 months for white pupils and 3.9 months for colored. The number of teachers is 128 in white schools and 101 in colored schools. The average attendance is 2,377 white pupils and 3,150 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund county supervising industrial teacher travels in the county, aiding the teachers in rural schools to introduce industrial work and to extend the influence of the school into the community. The Schofield School should be reorganized so as to become a central institution where pupils may board and supplement the training received in the rural schools. In view of the inefficiency of the public school in the city of Aiken, effort should be made to combine with it the Andrew Robinson Institute, located on the same block, and cooperation should be developed with the public authorities in the support of the work.

AIKEN.

SCHOFIELD NORMAL AND INDUSTRIAL SCHOOL.

Principal: Miss S. Louisa Haight.¹

A school of elementary and secondary grade with a small boarding department. The institution has done an important work, but uncertainty of policy during the past few years has hampered its influence. Effort is now being made to reorganize the work.

The institution was founded in 1868 by Miss Martha Schofield, one of the pioneers in Negro education. It is owned by an independent board of trustees and supported by endowment and donations from members of the Society of Friends of Philadelphia.

Attendance.—Total, 258; elementary 226, secondary 32. Of the secondary pupils 10 were male and 22 female. There were 33 boarders.

Teachers and workers.—Total, 21; white 4, colored 17; male 7, female 14; grades and academic 9, boys' industries 5, girls' industries 3, farmer 1, executive officers 3.

Organization.—Elementary: The elementary work covers the regular eight grades.

Secondary: Secondary work is done in the ninth and tenth grades. The attempt to cover a large amount of ground in these two years leads to a crowded schedule for the students and a short time allotment to important subjects. The course includes: English, $1\frac{1}{4}$ years; algebra, 2; Latin, $\frac{1}{2}$; physiology, $\frac{1}{2}$; ancient history, $1\frac{1}{4}$; botany, $\frac{1}{4}$; spelling, $\frac{1}{4}$; agriculture, $\frac{1}{2}$; business methods, 2; and review work.

Industrial: Some manual training is given to all pupils, but the trades are open only to the 33 boarders. The work, as done on a commercial scale, furnishes fair trade training, but the enrollment is small. The trades were carpentry with 6 boys, harnessmaking with 8, and carriage painting and wheelwrighting with 7. Printing is also provided. A good course in sewing and dressmaking is given, but only 6 girls were taking the course. A course in chair caning is also provided.

Financial, 1912-13.—The records are not such as to afford a clear analysis of the financial operations of the school. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$5,580
Expenditures, less noneducational receipts.....	5,075
Value of property.....	157,000

¹ White. Elected since date of visit.

Sources of income: Endowment, \$3,880; donations, \$1,200; tuition and fees, \$500. The noneducational receipts amounted to \$6,933, of which \$4,121 was from the boarding department, \$2,033 from the shops, and \$779 from the farm.

Items of expenditure: Salaries, \$6,160; shop expenses, \$3,178; dining-hall expenses, \$1,945; farm expenses, \$725.

School property: The property consists of \$97,000 in endowment and \$60,000 in plant.

Plant.—Land: Estimated value, \$10,000. The school owns two blocks of city property, which is used for campus, and a farm of 380 acres about 3 miles from the town. Little use has been made of the large farm.

Buildings: Estimated value, \$45,000. There are four large buildings and several smaller structures on the campus, besides a neat frame cottage and other buildings on the farm. The academic building is a brick structure two stories high, containing classrooms, chapel, library, and sewing room; Verlenden Hall and Wharton Hall are three-story brick buildings containing girls' dormitory, dining room, teachers' rooms, and industrial departments; Carter Hall, a frame building, contains the primary department and shops for carpentry, shoemaking, and chair caning. The buildings are in need of repair.

Movable equipment: Estimated value, \$5,000. Of this about \$2,000 was in furniture for classrooms and dormitories, \$1,500 in industrial equipment, \$1,000 in farm implements and live stock, and \$500 in library books and fixtures.

Recommendations.—1. That a committee of the trustees reorganize the work of this institution so as to provide for the adequate use of the plant and endowment.

2. That cooperation with the public-school authorities of town, county, and State be established and the institution developed into a teacher-training school.¹

3. That the theory and practice of gardening, instruction in cooking and sewing, and simple manual training be made a part of the regular course.¹

Dates of visits: November, 1913; March, 1915.

ANDREW ROBERTSON INSTITUTE.

Principal: James E. Jackson.

A small Presbyterian parochial school of elementary grade with limited boarding facilities. The term is 7 months.

This school was reopened in 1913 by the Presbyterian Board of Missions for Freedmen after having been closed for several years.

Attendance.—Total, 42; boarders, 15. The reported enrollment for the year was 125.

Teachers.—Total, 6, all colored; male 1, female 5. The work covers the regular eight elementary grades. One afternoon a week is given to sewing and one afternoon to gardening. Boarding pupils have good instruction in caring for rooms.

Financial, 1912-13.—The income was \$805, of which \$560 was from the Presbyterian Board and \$245 from tuition. The expenditures were \$805, nearly all for salaries.

Plant.—Estimated value, \$9,000. The plant consists of a city lot and two buildings situated near the residence section of Aiken, together with meager equipment.

¹ See recommendations in summary chapter, p. 22.

Recommendation.—That this parochial school and the public school, which are in the same block, be combined under the supervision of the county and the school term extended to nine months.

Date of visit: November, 1913.

BAMBERG COUNTY.

	White.	Negro.
Population, 1910.....	5,670	12,874
Children 6 to 14 years of age, 1910.....	1,188	3,506
Teachers' salaries in public schools, 1911-12.....	\$22,396	\$3,274
Teachers' salaries per child 6 to 14 in county.....	\$19.07	\$0.93
Percentage illiterate, 1910.....	4.2	33

The entire population is rural. The average length of the public-school term is 6.8 months for white pupils and 3 months for colored. The number of teachers is 57 in white schools and 36 in colored schools. The average attendance is 829 white pupils and 1,370 colored pupils.

These statistics indicate the serious need for additional school facilities. The work of the elementary schools should be extended and strengthened. Efforts should be made to have the county provide an elementary practice school near the Vorhees Industrial Institute, so that the private school can center its energies on the industrial, agricultural, and teacher-training work.

DENMARK.

VOORHEES INDUSTRIAL SCHOOL.

Principal: Jesse O. Thomas.¹

A school of elementary grade with some pupils in secondary classes. It is located in a rural community and owns considerable industrial equipment and 400 acres of land. The institution has exerted much influence on the community and won the friendship of its white neighbors. The educational activities, however, are not well organized.

The institution was founded in 1897 by Elizabeth E. Wright, a young colored woman who was a graduate of Tuskegee. It is owned and controlled by a board of influential northern and southern men.

Attendance.—Total, 207; elementary 173, secondary 34; boarders, 169. A small proportion live outside the county. The reported enrollment for the year was 296.

Teachers and workers.—Total, 23; all colored; male 12, female 11; academic 6, music 1, boys' industries 5, agriculture 3, girls' industries 2, matrons 2, executive 4.

Organization.—Elementary: The first four elementary grades are taught in the "model school." The work is completed in the three "preparatory" years and in the first year of the "normal" course. Night-school classes are provided for a few pupils who work during the day.

Secondary: The subjects of the last three years of the "normal" course include: Mathematics, 2½ years; English, 2½; physical geography, 1; elementary science, 1; psychology, 1; civics, 1; Bible, 1; agriculture, 1; mechanical drawing.

¹ Elected since date of visit.

Industrial: Boys above the fourth grade are required to engage in manual training for two days each week. Instruction is provided in carpentry, blacksmithing, "engineering," "electrical engineering," and printing. Carpentry is the only industry with sufficient attendance to justify a special teacher.

The training of the girls includes instruction in sewing and cooking. The supervision of dormitories is effective in the developement of sound ideas of home life. A nurse training course is offered to a few girls in a hospital owned by the school.

Agriculture: Classroom agriculture is required of all pupils. Though a number of the pupils work in the barns and on the farm, there is but little emphasis on the educational possibilities. The department is well supplied with live stock and machinery. The attention given to the cultivation of garden truck is of definite educational value to the community.

Financial, 1912-13.—The books are carefully kept in accordance with an approved system of accounting.

The more important items for the year were:

Income, excluding noneducational receipts.....	\$18,548
Expenditures, less noneducational receipts.....	17,437
Value of property.....	176,014

Sources of income: General donations, \$14,083; endowment funds, \$3,579; fees from students, \$636; county appropriations, \$250. The noneducational receipts amounted to \$4,828, of which \$4,136 was from the boarding department, \$335 from the shops, \$187 from salesrooms and bookstore, and \$170 from sale of farm products. The value of the products used by the school was estimated to be \$7,971, of which \$3,578 was furnished by the industrial department, \$3,132 by the farms, and \$1,261 by the boarding department.

Items of expenditure: Salaries, \$7,448; boarding department expenses, \$6,236; labor and supplies in industrial department, \$3,866; labor and supplies for farm, \$2,508; administration, including supply room and store, \$1,621; farm equipment, \$400; supplies and labor in academic department, \$186.

School property: The property consists of \$101,793 in endowment, \$63,500 in plant, and \$10,721 in cash and supplies on hand, notes receivable, and other cash assets.

Plant.—Land: Estimated value, \$11,500. The school owns 400 acres of land, about half of which is cultivated. The campus comprises about 10 acres and is fairly well kept.

Buildings: Estimated value, \$45,000. The main building, used for administration, classrooms, and chapel; the girls' dormitory and girls' trade buildings; and the boys' dormitory, are large two-story frame buildings. The boys' industrial building and the hospital are two-story brick structures. A neat one-story brick building is used for dining room and kitchen. There are also several smaller structures and a substantial barn. The buildings are in good repair and the dormitories are clean and well supervised.

Movable equipment: Estimated value, \$7,000. Of this, about \$3,000 was in farm implements and live stock, \$2,000 in classroom and dormitory furniture, and \$2,000 in equipment for hospital and industrial department.

Recommendations.—1. That the trustees and school officers simplify the educational organization of the school, centering the industrial teaching on agriculture, carpentry, cooking, and sewing.

2. That adequate provision be made for teaching the large elementary classes.

3. That the educational phases of farming and gardening be emphasized.¹

Dates of visits: December, 1913; January, 1914; January, 1916.

BEAUFORT COUNTY.

	White.	Negro.
Population, 1910.....	3,963	26,376
Children 6 to 14 years of age, 1910.....	745	6,667
Teachers' salaries in public schools, 1911-12.....	\$13,234	\$10,776
Teachers' salaries per child 6 to 14 in county.....	\$17.76	\$1.61
Percentage illiterate, 1910.....	4.2	43

The entire population is rural. The average length of the public-school term is 7.5 months for white pupils and 4 months for colored. The number of teachers is 28 in white schools and 70 in colored schools. The average attendance is 482 white pupils and 3,307 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Penn Normal Industrial and Agricultural School provides good facilities for pupils who wish to supplement the training received in the rural schools. The Mather Industrial School, just outside of Beaufort, is an effectively managed boarding school for girls. The Port Royal Agricultural School is a good small school. In view of the presence of the Penn School and the Mather School, it might be well for the Port Royal Agricultural School to confine its work to boys. The Old Fort Plantation is of little educational value. This school is described in the summary of small independent schools for the State.

BEAUFORT.

MATHER INDUSTRIAL SCHOOL.

Principal: Miss Carrie A. Hunt.²

A well-managed industrial school for girls. All the pupils are of elementary grade.³

The school was founded in 1868 by Mrs. Rachel C. Mather. Control is vested in a board of trustees. Aid and supervision are provided by the Woman's American Baptist Home Mission Society.

Attendance.—Total, 125; all elementary; boarders, 72.

Teachers.—Total, 14; white 11, colored 3; all female; academic 4, industrial 4, principal, matron, and 4 other workers.

Organization.—The classroom instruction in the usual eight grades is effective. Good work in chair caning and sewing is done in the primary grades. Instruction in cooking, sewing, and gardening is given from the third through the eighth grade. Millinery is taught in the three upper grades.

¹ See recommendations in summary chapter, p. 22.

² White.

³ Since date of visit a two-year high-school course has been added.

Financial, 1912-13.—The accounts are carefully kept and the business management is economical. The more important items for the year, eliminating the boarding department, which is self-supporting, were:

Income.....	\$7, 746
Expenditures.....	5, 400
Value of plant.....	16, 500

Sources of income: Woman's American Baptist Home Mission Society, \$2,740; sale of goods donated to the school, \$2,382; tuition and fees, \$1,434; donations, \$1,058; miscellaneous, \$132.

Items of expenditure: Salaries, \$3,353; repairs and additions to buildings, \$658; light, heat, and water, \$601; labor, \$48; other expenses, \$741.

Plant.—Land: Estimated value, \$1,000. The school owns 6 acres of land and leases 12, all of the land being used for the school campus. The grounds are well kept.

Buildings: Estimated value, \$13,000. There are three frame buildings and a barn on the grounds, all in good repair.

Movable equipment: Estimated value, \$2,500. Of the equipment \$2,300 was in furniture and \$200 in books in library.

Recommendation.—That additional facilities be provided so that secondary work and teacher training may be given in connection with the excellent elementary and industrial work of the school.

Dates of visits: December, 1913; January, 1914. Facts verified, 1916.

BURTON.

PORT ROYAL AGRICULTURAL AND INDUSTRIAL SCHOOL.

Principal: J. S. Shanklin.

A rural school of elementary grade doing good agricultural work. The school was established in 1902 and is owned and managed by an incorporated board of trustees of local white people.

Attendance.—Total, 113; all elementary. Many of the pupils board at the school.

Teachers and workers.—Total, 7; all colored; male 2, female 5; grade teachers 4, sewing 1, agriculture 1, matron and laundry 1.

Organization.—The usual elementary subjects are offered. The work is done in seven poorly organized classes or grades, and only the forenoons are devoted to classroom work. The girls receive training in sewing and in the care of a crudely equipped kitchen and dormitory. The farm is cultivated with more than usual success and the boys receive valuable experience in farm work.

Financial, 1913-14.—The more important financial items were:

Income, excluding noneducational receipts.....	\$2, 369
Expenditures, less noneducational receipts.....	2, 125
Value of property.....	25, 500

Sources of income: General donations, \$1,536; endowment funds, \$630; tuition and fees, \$165; other sources, \$38. The noneducational receipts amounted to \$1,009, of which \$995 was from the farm and \$14 from other sales.

Items of expenditure: Farm expenses, \$943; salaries, \$811; insurance, \$134; repairs, \$44; other expenses, \$1,203.

Property: The property consists of \$15,500 in the plant, \$7,000 in endowment, and \$3,000 in cash on hand.

Plant.—Land: Estimated value, \$7,000. The school owns 800 acres of land, a large part of which is in timber. About 100 acres are cultivated.

Buildings: Estimated value, \$7,000. There are three two-story frame buildings used for school purposes. The barn is whitewashed and the barnyard is well cared for.

Movable equipment: Estimated value, \$1,500. The equipment consists of fairly good farm implements, live stock, and furniture.

Recommendations.—1. That better classroom equipment be provided and more attention given to classroom work.

2. That the girls be encouraged to attend one of the other private schools of the county so that this school may be devoted to the training of boys.

Dates of visits: December, 1913; January, 1914; January, 1916

FROGMORE, ST. HELENA ISLAND.

PENN NORMAL, INDUSTRIAL, AND AGRICULTURAL SCHOOL.

Principal: Miss R. B. Cooley.¹

An excellent community school of elementary grade located on an island whose large population is almost entirely colored. The school provides industrial and agricultural training adapted to the needs of the island. The neighborhood activities exert a strong influence for the improvement of the people.

The school was founded in 1862 by Miss Laura E. Towne and Miss Ellen Murray, two Friends from Philadelphia. The school was operated by these ladies until 1901. In that year a capable board of trustees was organized and two white teachers from Hampton Institute were appointed to direct the work.

Attendance.—Total, 249; all elementary; male 113, female 136; boarders, 24. The reported enrollment for the year was 301.

Teachers and workers.—Total, 25; white 2, colored 23; male 7, female 18; academic 8, boys' industries 5, girls' industries 3, agriculture 1, community workers 3, executive workers 5. All the teachers are well trained and earnest in their work.

Organization.—Seven grades of elementary work are taught with unusual skill and thoroughness. Especial emphasis is laid on health and character development. Work of more advanced character has recently been added so that the graduates may be equipped to teach the schools of the Sea Islands. In order to give the pupil teachers adequate experience under rural conditions, a one-room country school is maintained on the grounds. This ungraded school not only provides valuable teaching experience for the pupils, but also serves as an experiment station wherewith to discover better methods for rural schools.

Manual training in wood and basketry for boys is begun in the third grade. In the seventh grade the boys have one year of training in the trade of their selection. During

¹ White.

this year they go to school three days and work three days. The industries offered are carpentry, blacksmithing, brick masonry, and shoemaking. The courses are well organized and much good work is done.

The training of girls begins with sewing in the first grade and cooking in the third grade. All the housekeeping of the school is correlated with the education of the girls in household management.

Agriculture: Considerable provision has been made for instruction in gardening and farming. The school has worked vigorously to improve the condition of the sandy soil and to make the farm an example to the island. Effort has also been made to improve the live stock on the farms.

Community work: In addition to the work of the farm demonstrator and the close supervision which the school exercises over its graduates who teach on St. Helena Island, the home life of the community is influenced in several ways. Among the more important agencies are the community classes in quilting and weaving, the children's public-service work, the farmers' clubs, and the patrons' leagues. The school nurse pays frequent visits to the sick in the community and teaches simple lessons of hygiene to all. Probably the most important organization is the St. Helena Cooperative Society. This is an effort to apply the principles and methods of the Irish Organization Society to the community problems of the island.

Financial, 1914-15.—An excellent system of accounts is followed at the school. The annual report to the board of trustees presents a full statement of all funds, together with a full list of donors, and the respective amounts contributed. The more important items for the year were:

Income, excluding noneducational receipts.....	\$18,409
Expenditures, less noneducational receipts.....	17,527
Value of property.....	143,724

Sources of income: Contributions for general purposes, \$10,349; contributions for scholarships and other designated purposes, \$3,691; endowment funds, \$3,173; tuition and fees, \$696; Slater Fund, \$500. The noneducational receipts amounted to \$9,151, of which \$3,630 was from the boarding department, \$3,266 from the industrial department, \$2,032 from the farm, and \$223 from sales of academic supplies.

Items of expenditure: Salaries, excluding principal, \$6,976; supplies and other expenses of boarding department, \$4,920; supplies and materials for farm and industrial department, \$4,708; administration expenses, including principal's salary and expenses of soliciting funds, \$3,894; labor on farm and in industrial department, \$2,092; extension work, \$1,775; repairs and maintenance of plant, \$1,396; new equipment, \$556; academic supplies, \$348; other expenses, \$13.

School property: The property consists of \$77,728 in endowment and \$65,996 in the school plant.

Plant.—Land: Estimated value, \$1,750. The school owns about 200 acres of land, with about 100 acres under cultivation. The campus is well shaded and picturesque.

Buildings: Estimated value, \$55,746. The main school building, the girls' dormitory, and the principal's home are neat two-story frame structures. The industrial building, an unusually attractive structure, is built of oyster shells and concrete; in

addition to these there are 10 small frame cottages used as barn and farm buildings. The buildings are in excellent condition.

Movable equipment: Estimated value, \$8,500. Of this, \$3,500 was in shop equipment, \$2,000 in furniture, \$2,000 in farm implements and live stock, and \$1,000 in library books.

Recommendation.—That more ample funds be provided to carry on the important work of this institution.

Dates of visits: December, 1913; January, 1914; January, 1916.

CHARLESTON COUNTY.

	White.	Negro.
Population, 1910.....	32,548	56,033
Children 6 to 14 years of age, 1910.....	5,251	11,086
Teachers' salaries in public schools, 1911-12.....	\$71,326	\$42,596
Teachers' salaries per child 6 to 14 in county.....	\$13.5	\$3.84
Percentage illiterate, 1910.....	1.8	32.7

The rural population is 33.6 per cent of the total. The average length of the public-school term is 7.7 months for white pupils and 6 months for colored. The number of teachers is 148 in white schools and 126 in colored schools. The average attendance is 3,250 white pupils and 5,236 colored pupils.

These statistics indicate the need for increased school facilities. The work of the elementary schools should be extended and strengthened. Laing Normal and Industrial School is the only important private school outside the city of Charleston.

CHARLESTON.

	White.	Negro.
Population, 1910.....	27,764	31,056
Children 6 to 14 years of age, 1910.....	3,619	5,329
Teachers' salaries in public schools.....	(¹)	(¹)
Teachers' salaries per child, 6 to 14, in city.....	(¹)	(¹)
Percentage illiterate, 1910.....	2.9	27.9

There are five schools for white pupils and three for colored. The number of teachers is 91 in white schools and 52 in colored schools. The average attendance is 2,659 white pupils and 1,818 colored pupils.

The public schools of Charleston are doing effective work, but the attendance is only about one-third of children 6 to 14 years of age. The Southern white teachers, who have worked continuously in the colored schools since the Civil War, have developed a strong system of elementary training. The industrial school is a seven-grade school with excellent work in industries and gardening. Its plant is modern and well equipped. The Bishop Cummings Training School should either be organized into a real ministerial school or continued only until the public schools become adequate. Avery Institute provides secondary and teacher-training facilities for the city. The Jenkins Orphanage is described in the summary of special institutions for the State. The private venture known as the Charleston Normal and Industrial Institute is described in the summary of small independent schools.

¹ Figures not available.

CHARLESTON INDUSTRIAL SCHOOL.

Principal: H. L. Guy.¹

A well-managed public school of elementary grade with effective industrial courses and some provision for teacher training. The good work of the Southern white teachers in this school illustrates the value of the interest and efforts of Southern people in behalf of the colored people.

Attendance.—Total, 430; all elementary.

Teachers.—Total, 12, all white; male 2, female 10; grades 7, agriculture 1, manual training 1, domestic science 1, physical culture 1, and principal. Several of the teachers have taken graduate courses in some of the best schools of the country.

Organization.—Elementary: The elementary grades are well taught. An extra grade has been added to give teacher training to those who wish to become teachers. Emphasis is placed on English, writing, and spelling, and care is exercised in grading the pupils and in the adaptation of school work to their needs.

Industrial: The classes are so arranged that about two fifths of the time is devoted to industrial training. This time is increased in the "special" class, composed of pupils whose work indicates that they can make more progress in industrial training than in academic subjects. Instruction is given in carpentry, laundering, sewing, and cooking. The equipment in these departments is good.

Agriculture: The instruction in school and home gardening is directed by a well-trained teacher who also conducts contests in home-gardening.

Plant.—The plant, estimated value, \$45,000, consists of a city block of land, a large brick building, and a frame shop. The brick building is a modern two-story and basement structure. It contains classrooms, recreation rooms, model kitchen, dining room, and offices. The shop is a neat frame building constructed by students.

Recommendation.—That the work of this school be extended and instruction of secondary grade added, in order that the school may more effectively train teachers for the surrounding rural districts.

Dates of visits: December, 1913; January, 1914; February, 1914; January, 1916.

AVERY INSTITUTE.

Principal: B. F. Cox.

A day school of secondary grade with limited industrial work and teacher training. Its location in cramped quarters in a residential district is a serious handicap.

The school was founded in 1865 by the American Missionary Association of the Congregational Church and is owned and supported by that association.

Attendance.—Total, 234; elementary 106, secondary 128; male 82, female 152. The reported enrollment for the year was 259.

*Teachers and workers.*²—Total, 10; white 7, colored 3; male 2, female 8. All the teachers are well trained.

Organization.—Elementary: Pupils are admitted as low as the fifth grade.

Secondary: Secondary work is done in the four upper classes. Two groups of electives are offered—the "classical," enrolling 48 pupils, and the "English normal," enroll-

¹ White.

² Colored workers have since been substituted for the white principal and teachers.

ing 80. The subjects included in both groups are: English, 4 years; mathematics, 5; history, 2; elementary science, 3; agriculture, 1. The college preparatory group adds four years of Latin, and Greek or French. Eight pupils were taking Greek and three French. The "normal" course offers psychology and pedagogy.

Industrial: The instruction in cooking and sewing is effective. The manual training is of little value.

Financial, 1913-14.—The financial management is controlled by the American Missionary Association. A simple and effective system of accounts has recently been installed. The more important items for the year were:

Income, excluding noneducational receipts.....	\$6,790
Expenditures, less noneducational receipts.....	6,790
Value of plant.....	28,600

Sources of income: American Missionary Association, \$4,112; tuition and fees, \$2,569; donations and other sources, \$109. The noneducational receipts were from sales of the domestic-science department, and amounted to \$40.

Items of expenditure: Salaries, \$3,750; supplies for teachers' dining room, \$844; student aid and labor, \$497; equipment and other supplies, \$424; outside labor, \$211; heat, light, and water, \$145; repairs, \$138; other expenses, \$821.

Plant.—Land: Estimated value, \$6,000. The school owns nearly an acre of city property.

Buildings: Estimated value, \$20,000. There are three buildings. The main school building is a two-story brick structure with 11 rooms. The teachers' home is a stucco building containing 7 rooms. A two-story brick building is used for shops. The buildings are in need of repair.

Movable equipment: Estimated value, \$2,600. The equipment consists of good classroom furniture, domestic-science apparatus, and a small amount of industrial equipment.

Recommendations.—1. That the present property be sold and the institute moved to a suburban section with street-car facilities.

2. That courses be planned to supplement the city schools.

Dates of visits: December, 1913; January, 1914; March, 1915.

MOUNT PLEASANT.

LAING NORMAL AND INDUSTRIAL SCHOOL.

Principal: Miss Antoinette O'Neil.

A day school of elementary grade. Some instruction is given in sewing and shoe repairing.

The school was started in 1865 by Cornelia Hancock, of Philadelphia, and soon afterwards taken over by the "Friends' Association of Philadelphia for the Aid and Elevation of the Freedmen." The school is owned by the "Pennsylvania Abolition Society." The "Philadelphia Yearly Meeting of Friends" contributes to the work. Miss Abbey D. Munro, a Rhode Island Friend, was principal of this school from 1869 until her death in 1914—a remarkable record of faithful service. The county pays the salaries of four of the teachers and the Slater Fund pays the two industrial teachers.

Attendance.—Total, 150; all elementary. The teaching is well done.

Teachers.—Total, 10; all colored; male 1, female 9; grades 8, industrial 2.

Financial, 1912-13.—The finances of the school are supervised by the Pennsylvania Abolition Society. An annual statement of receipts and disbursements is published. According to the report for the year the more important items were:

Income.....	\$2,971
Expenditures.....	3,172
Value of property.....	23,000

Sources of income: Contributions, \$1,039; county appropriations, \$800; interest on endowment, \$624; Slater Fund, \$300; rents, \$96; other sources, \$112.

Items of expenditure: Teachers' salaries, \$2,440; repairs to buildings, \$175; student aid, \$121; books, stamps, and stationery, \$110; other expenses, \$326.

School property: The property consists of about \$12,000 in endowment and \$11,000 in plant. The endowment fund is administered by the Pennsylvania Abolition Society.

Plant.—Land: Estimated value, \$6,000. The land consists of three valuable city lots.

Buildings: Estimated value, \$4,000. There are four frame buildings, one of which is a two-story cottage. The others are one-story structures. The buildings are well kept.

Movable equipment: Estimated value, \$1,000. The equipment consists of furniture for classrooms and dormitories and a limited amount of industrial and domestic science apparatus.

Recommendations.—1. That the Friends Society study the school to determine the educational value of the present organization.

2. That the institution be developed as a county training school and provision be made for teaching home and school gardening.¹

3. That a simple accounting system be installed.

Dates of visit: February, 1914; March, 1915.

CHESTER COUNTY.

	White.	Negro.
Population, 1910.....	10,284	19,140
Children 6 to 14 years of age, 1910.....	2,177	4,987
Teachers' salaries in public schools, 1911-12.....	\$32,471	\$5,691
Teachers' salaries per child 6 to 14 in county.....	\$14.91	\$1.10
Percentage illiterate, 1910.....	6.2	44.1

The rural population is 83.8 per cent of the total. The average length of the public-school term is 7.1 months for white pupils and 3.7 months for colored. The number of teachers is 81 in white schools and 60 in colored schools. The average attendance is 1,618 white pupils and 2,733 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. Brainerd Institute, at Chester, is a good central school where pupils may board and supplement the training received in the rural schools of the county.

¹See recommendations in summary chapter, p. 22.

CHESTER.

BRAINERD INSTITUTE.

Principal: J. S. Marquis.¹

A well-managed school of 10 grades providing some industrial training.

The school was founded in 1868 by the Board of Missions for Freedmen of the Presbyterian Church and is owned and supported by that body.

Attendance.—Total, 175; elementary 132, secondary 43. Of the pupils above elementary grade 27 were boarders; 19 were boys and 24 girls. The enrollment reported for the year was 200.

Teachers.—Total, 9; white 7, colored 2; male 2, female 7.

Organization.—The classroom work is well done. Instruction in sewing is provided for all girls. Those boarding at the school also have cooking. The boys have an hour and a quarter every week in simple woodworking. Fairly good home training is given in the dormitories.

Financial, 1912-13.—The bookkeeping system is inadequate, and few details of income and expenditures were available. As far as could be determined, the more important items were:

Income, excluding noneducational receipts.....	\$6,370
Expenditures, less noneducational receipts.....	6,170
Value of plant.....	45,000

Sources of income: Presbyterian Board, \$5,628; tuition and fees, \$742. The non-educational receipts amounted to \$2,700, of which \$2,500 was from the boarding department and \$200 from the school garden.

Expenditures: Salaries, \$4,540; supplies and equipment, \$3,380; power, light, and heat, \$800; repairs, \$150.

Plant.—Land: Estimated value, \$2,100. The land comprises 21 acres in the town. Most of this is used for campus, only about half an acre being under cultivation. The grounds presented a neat appearance.

Buildings: Estimated value, \$41,000. There is one large brick building and several smaller structures. The buildings are clean and well kept.

Equipment: Estimated value, \$1,900. The equipment consists of furniture for classrooms and dormitories. The industrial equipment is inadequate.

Recommendations.—1. That the work of this institution be encouraged and cooperation with the city and county school system be developed.

2. That the elementary grades be gradually eliminated and the energy of the institution centered on secondary and teacher-training courses.

3. That the theory and practice of gardening be made a part of the regular course and neighborhood work begun.

Date of visit: November, 1913. Facts verified, December, 1915.

CHESTERFIELD COUNTY.

	White.	Negro.
Population, 1910.....	15,738	10,557
Children 6 to 14 years of age, 1910.....	3,572	2,650
Teachers' salaries in public schools, 1911-12.....	\$23,690	\$2,432
Teachers' salaries per child, 6 to 14 in county.....	\$6.63	\$0.91
Percentage illiterate, 1910.....	19.5	43.5

¹ White.

The rural population is 89.1 per cent of the total. The average length of the public, school term is 4.9 months for white pupils and 2.1 months for colored. The number of teachers is 88 in white schools and 28 in colored schools. The average attendance is 1,835 white pupils and 632 colored pupils.

These statistics indicate the serious need for increased public-school facilities. The work of the elementary schools should be extended and strengthened. Special effort should be made to reorganize the Coulter Memorial Academy so that it may become a central institution where pupils may board and supplement the limited training received in the rural schools. The Chesterfield parochial school is of slight value and effort should be made to have the public authorities care for the pupils of this school. It is described in the summary of small Presbyterian schools for the State.

CHERAW.

COULTER MEMORIAL ACADEMY.

Principal: G. W. Long.

An elementary school with a seven-month term. The school is doing good work but is hampered by limited equipment.

The school was founded in 1881 by the Prebyterian Board of Missions for Freedmen and is owned and supported by that board.

Attendance.—Total, 200; boarders, 12. All the pupils are below the eighth grade. Good work in cooking, sewing, and house cleaning is done. The reported enrollment for the year was 320.

Teachers.—Total, 7; all colored; male 1, female 6.

Financial, 1912-13.—The income was \$910, \$710 being from the Presbyterian Board and \$200 from tuition. The salaries amounted to \$840.

Plant.—Estimated value, \$5,100. The plant consists of a town lot and two 2-story frame buildings, one used for the school building and the other for dormitory and teachers' home. Both buildings were badly in need of repair, but the rooms were in good condition.

Recommendations.—1. That industrial work for boys be added.

2. That effort be made to enter into cooperation with the public-school authorities.

Date of visit: November, 1913. Facts verified, 1915.

CLARENDON COUNTY.

	White.	Negro.
Population, 1910.....	8,794	23,393
Children 6 to 14 years of age, 1910.....	1,967	6,274
Teachers' salaries in public schools, 1911-12.....	\$23,403	\$6,186
Teachers' salaries per child, 6 to 14 in county.....	\$11.98	\$0.89
Percentage illiterate, 1910.....	7.8	35.9

The entire population is rural. The average length of the public-school term is 6.6 months for white pupils and 3.2 months for colored. The number of teachers is 74 in white schools and 77 in colored schools. The average attendance is 1,312 white pupils and 2,762 colored pupils.

These statistics indicate the serious need for increased public-school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund county supervising industrial teacher travels in the county and aids the rural-school teachers in introducing industrial work and extending the influence of the school into the community. The county, in cooperation with the Slater Fund and the General Education Board, is developing the school at Manning to provide a central institution where pupils from the surrounding rural schools may receive more advanced training.

MANNING.

CLARENDON COUNTY TRAINING SCHOOL.

Principal: I. M. A. Myers.

An elementary public school with a few pupils in secondary subjects. It has been selected as a central institution to supplement the work of the public schools.

Attendance.—Total, 291; elementary 272, secondary 19; boarders, 8.

Teachers.—Total, 6; all colored; male 1, female 5.

Organization.—Elementary: The work covers the regular eight grades.

Secondary: The secondary subjects are taught in the ninth and tenth grades. In order that the pupils who go out to teach in the county schools may have some training, practice teaching is provided in the tenth grade.

Industrial: The industrial work is limited to a little sewing, shuck and raffia work.

Financial, 1914-15.—The income amounted to \$1,998, of which \$750 was from public funds, \$748 from donations and tuition, and \$500 from the Slater Fund. Of the income, \$1,222 was expended for salaries and \$326 for other purposes.

Plant: Estimated value, \$5,500. The plant consists of about 2 acres of land, value \$1,000; a seven-room building, value \$4,000; and equipment, valued at \$500.

Recommendation.—That the work be encouraged and facilities added, as the need appears, for secondary work and teacher training.

EDGEFIELD COUNTY.

	White.	Negro.
Population, 1910.....	8, 165	20, 114
Children 6 to 14 years of age, 1910.....	1, 724	5, 457
Teachers' salaries in public schools, 1911-12.....	\$21, 010	\$4, 497
Teachers' salaries per child, 6 to 14 in county.....	\$12. 18	\$0. 82
Percentage illiterate, 1910.....	3. 4	41

The entire population is rural. The average length of the public-school term is 5.5 months for white pupils and 2.7 months for colored. The number of teachers is 75 in white schools and 79 in colored schools. The average attendance is 1,484 white pupils and 3,747 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising-industrial teacher travels in the county and aids the rural-school teachers in introducing industrial work and extending the influence of the school into the community. Bettis Academy has done much to create a favorable attitude toward Negro education in the county. This school serves as an educational center where pupils from the surrounding rural districts may board and supplement the limited training received in the rural schools.

TRENTON.

BETTIS ACADEMY.

Principal: A. W. Nicholson.

A school of elementary and secondary grade doing good work in a rural community. In spite of limited equipment, agriculture and simple industries are taught. The institution, supported mainly by the colored Baptists, has done much to improve the condition of the colored people.

The school was founded in 1881 by Alexander Bettis, an ex-slave, who exerted a great influence for good in this section of South Carolina, founding many churches and gaining the confidence of the white people. The school is owned by an incorporated board of trustees and supported by contributions from Baptist associations, donations, and a small appropriation from the county.

Attendance.—Total, 231; elementary 187, secondary 44. Many of the pupils board at the school.

Teachers and workers.—Total, 12; all colored; male 4, female 8; academic 9, industrial 1, agriculture 1, others 1.

Organization.—Elementary: The work covers the regular eight grades. The first year of the "normal" course is also elementary.

Secondary: The secondary work is done in the last two years of the "normal" course. The course is simple and well selected.

Industrial: The industrial training consists of some instruction in sewing, cooking, woodwork, and farming.

Financial, 1913-14.—The more important items, excluding the boarding department, which is maintained on the club plan by the students themselves, were:

Income.....	\$2, 817
Expenditures.....	2, 817
Indebtedness.....	2, 000
Value of plant.....	32, 500

Sources of income: Baptist associations, \$1,400; Slater Fund, \$600; general donations, \$500; county funds, \$250; other sources, \$67.

Items of expenditure: Salaries, \$1,735; payment on notes, \$350; repairs, \$200; equipment, \$50; other expenses, \$482. About \$4,000 was raised and expended for a new building.

Plant.—Estimated value, \$32,500. The plant consists of 209 acres of land, four frame buildings, a cottage and equipment valued at \$1,000. The buildings are clean and the grounds well kept.

Recommendations.—1. That financial aid be obtained to employ teachers of agriculture and industries and to increase the plant and equipment.

2. That teacher training and theory and practice of gardening be made a part of the regular course.¹

3. That a system of accounting suited to the needs of the school be adopted and an annual audit made by an accredited accountant.

Date of visit: December, 1913. Facts verified, 1916.

¹ See recommendations in summary chapter, p. 22.

GREENWOOD COUNTY.

	White.	Negro.
Population, 1910.....	12, 923	21, 302
Children 6 to 14 years of age, 1910.....	2, 820	5, 548
Teachers' salaries in public schools, 1911-12.....	\$37, 944	\$6, 794
Teachers' salaries per child 6 to 14 in county.....	\$13. 45	\$1. 22
Percentage illiterate, 1910.....	6. 0	33. 5

The rural population is 80.7 per cent of the total. The average length of the public school term is 6.4 months for white pupils and 3.9 months for the colored. The number of teachers is 89 in white schools and 68 in colored schools. The average attendance is 2,018 white pupils and 3,647 colored pupils.

These statistics indicate a need for additional school facilities. The Brewer Normal School is a good central institution where pupils may board and supplement the limited training received in the rural schools.

GREENWOOD.

BREWER NORMAL, INDUSTRIAL, AND AGRICULTURAL INSTITUTE.

Principal: H. W. Stevens.¹

A school of elementary and secondary grade doing some industrial and teacher-training work. A small boarding department is maintained.

The school was founded by the American Missionary Association of the Congregational Church in 1872 and is owned and maintained by that association.

Attendance.—Total, 250; elementary 221, secondary 29. Of the 60 pupils above the sixth grade 14 were male and 46 female; 20 were boarders. The reported enrollment for the year was 289.

Teachers and workers.—Total, 11; white 10, colored 1; male 2, female 9; grades 5, academic 2, music 1, girls' industries 1, boys' industries 1, matron 1.

Organization.—Elementary: The work covers the regular eight elementary grades.

Secondary: The four-year secondary course includes English, 4 years; agriculture and botany, 3; chemistry, $\frac{1}{2}$; mathematics, 4; history, 3; pedagogy, 1; and physiology, 1. The selection of subjects indicates a regard for the needs of the pupils and an appreciation of recent movements in secondary education.

Industrial: The instruction in cooking and sewing is good. Provision is also made for gardening and for manual training in wood and iron.

Financial, 1913-14.—The financial management is controlled by the American Missionary Association. A simple and effective system of accounts has recently been installed. The more important items for the year were:

Income, excluding noneducational receipts.....	\$6, 836
Expenditures, less noneducational receipts.....	6, 836
Value of plant.....	25, 300

Sources of income: American Missionary Association, \$4,895; tuition and fees, \$1,527; donations, \$382; other sources, \$32. The noneducational receipts amounted to \$1,586, of which \$1,516 was from the boarding department and \$70 from sales.

¹ White.

Items of expenditure: Salaries, \$3,664; supplies for boarding department, \$1,381; equipment, \$1,309; student aid and labor, \$782; heat, light, and water, \$592; general supplies, \$186; other expenses, \$508.

Plant.—Land: Estimated value, \$2,000. The school owns 20 acres of land, about 12 acres being cultivated by the principal with student labor.

Buildings: Estimated value, \$20,000. The school building is a two-story structure, part brick and part frame; the girls' dormitory is a four-story brick building. The buildings are in good repair and are well kept.

Movable equipment: Estimated value, \$3,300. The equipment consists of furniture, good apparatus for small domestic-science classes, and limited shop equipment and farm implements.

Recommendations.—1. That the institution be encouraged in the better adaptation of its educational work to the needs of the pupils.

2. That the theory and practice of gardening be made a part of the regular course.¹

3. That dormitory facilities for boys be provided.

Date of visit: November, 1913. Facts verified December, 1915.

KERSHAW COUNTY.

	White.	Negro.
Population, 1910.....	10,648	16,444
Children 6 to 14 years of age, 1910.....	2,355	4,343
Teachers' salaries in public schools, 1911-12.....	\$23,930	\$4,949
Teachers' salaries per child 6 to 14 in county.....	\$10.16	\$1.13
Percentage illiterate, 1910.....	8.2	49.2

The rural population is 86.8 per cent of the total. The average length of the public-school term is 5.8 months for white pupils and 3.4 months for colored. The number of teachers is 73 in white schools and 52 in colored schools. The average attendance is 1,646 white pupils and 1,977 colored pupils.

These statistics indicate the serious need for additional school facilities. The Browning Industrial Home and Mather Academy serves as a central training school where pupils may board and supplement the training received in the rural schools.

CAMDEN.

BROWNING INDUSTRIAL HOME AND MATHER ACADEMY.

Superintendent: Mrs. H. E. Mower.²

A well-managed home school for girls providing day-school facilities for boys and girls. Most of the work is elementary, but a few pupils take secondary subjects.

The school was founded in 1864 by Mrs. Mather, of Boston, who later transferred the property to the Woman's Home Missionary Society of the Methodist Episcopal Church. She also gave \$14,000 with the provision that this sum should be invested and allowed to accumulate until the total amounted to \$20,000. This amount was reached in 1915. The institution is still owned and managed by the Woman's Home Missionary Society.

Attendance.—Total, 279; elementary 256, secondary 23; boarders, 61.

Teachers and workers.—Total, 12; white 7, colored 5; all female.

Organization.—Elementary: The elementary work covers the regular eight grades.

¹ See recommendations in summary chapter, p. 22.

² White.

Secondary: The "normal" course includes algebra, general history, Latin, English, bookkeeping, Bible, and pedagogy.

Industrial: Instruction is provided in sewing, cooking, and laundry. The sewing begins with the third grade. The girls living in the school home receive excellent training in the various forms of home activities.

Financial, 1913-14.—The finances are carefully supervised by the home office in Cincinnati and the management is economical. The more important items were:

Income, excluding noneducational receipts.....	\$5,373
Expenditures, less noneducational receipts.....	5,373
Value of property.....	75,500

Sources of income: Woman's Home Missionary Society, \$4,680; tuition and fees, \$540; donations, \$28; other sources, \$125. The noneducational receipts were from the board- ing department and amounted to \$1,648.

Items of expenditure: Salaries, \$3,280; supplies, \$2,880; student aid, \$550; other expenses, \$311.

Property: Of the property, \$53,000 was in the plant and \$22,500 in a special fund.

Plant.—**Land:** Estimated value, \$5,000. The land comprises 16 acres within the town limits. The premises are kept in excellent condition. Some of the land is under cultivation.

Buildings: Estimated value, \$45,000. There are five neat two-story frame build- ings. Hubbard Hall is a beautiful building, well adapted to its purpose and one of the best buildings of its type to be seen anywhere. Except for a few minor repairs needed on the older buildings, they were in good condition throughout.

Movable equipment: Estimated value, \$3,000. The classrooms and dormitories are well furnished. The industrial building contains good equipment for domestic science.

Recommendations.—1. That the work be encouraged and that the secondary in- struction be adapted to the training of teachers.

2. That the theory and practice of gardening be made a part of the regular course.¹

Date of visit: November, 1913. Facts verified November, 1915.

LANCASTER COUNTY.

	White.	Negro.
Population, 1910.....	13,524	13,115
Children 6 to 14 years of age, 1910.....	3,142	3,454
Teachers' salaries in public schools, 1911-1.....	\$24,779	\$4,336
Teachers' salaries per child 6 to 14 in county.....	\$7.88	\$1.25
Percentage illiterate, 1910.....	11.6	46.7

The entire population is rural. The average length of the public-school term is 4.8 months for white pupils and 2.5 months for colored. The number of teachers is 86 in white schools and 64 in colored schools. The average attendance is 2,398 white pupils and 2,378 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Lancaster Normal and Industrial School should be reorganized to meet the need for trained teachers in the county.

¹ See recommendations in summary chapter. p. 22.

LANCASTER.

LANCASTER NORMAL AND INDUSTRIAL SCHOOL.

•President: M. D. Lee.

An elementary school with a few pupils in secondary subjects. It was founded in 1897 and is owned and controlled by a board of trustees elected by the conference of the African Methodist Episcopal Zion Church. The county makes an appropriation to it as the colored public school of Lancaster.

Attendance.—Total, 239; elementary 218, secondary 21; boarders, 49. The reported enrollment for the year was 257.

Teachers and workers.—Total, 8; all colored; male 4, female 4. The teachers have attended good schools, but they seem to be unable to awaken the interest of their pupils.

Organization.—Though the catalogue outlines "scientific," "normal," "industrial," and "nurse-training" departments, the instruction is confined mainly to elementary work. The few secondary studies are poorly taught. Many of the pupils can not spell the names of the subjects they are studying. A little cooking and sewing is the only industrial work offered. A farmers' conference is held annually at the school and a county fair for colored people is held by the trustees.

Financial, 1912-13.—The financial records are poorly kept. As far as could be determined the more important financial items were as follows:

Income, excluding noneducational receipts.....	\$1,900
Expenditures, less noneducational receipts.....	1,900
Value of school plant.....	14,000

Sources of income: County appropriation, \$900; tuition and fees, \$400; A. M. E. Z. Church, \$400; general donations, \$200. The noneducational receipts were from the boarding department and amounted to \$1,500.

Items of expenditure: Teachers' salaries, \$1,532; material and supplies, including boarding department, \$1,302; light and fuel, \$325; repairs, \$202; advertising and incidentals, \$39.

Plant.—Land: Estimated value, \$6,000. The 4 acres of land are near the town limits.

Buildings: Estimated value, \$6,000. There are three frame buildings. Two of these are two-story structures and are used for dormitory and classrooms. A one-story building is used for the lower grades. The buildings are of inferior construction but are fairly well kept.

Movable equipment: Estimated value, \$2,000. The movable equipment consists of furniture for dormitories and classrooms. The equipment is fairly good.

Recommendations.—1. That greater emphasis be placed upon thorough work in the classroom.

2. That provision be made for teacher training, gardening, and simple industrial training.¹

3. That a better system of student registration and financial accounts be adopted.

Date of visit: November, 1913. Facts verified, 1915.

¹ See recommendations in summary chapter, p. 22.

LEXINGTON COUNTY.

	White.	Negro.
Population, 1910.....	20, 402	11, 638
Children 6 to 14 years of age, 1910.....	4, 356	3, 060
Teachers' salaries in public schools, 1911-12.....	\$27, 996	\$3, 216
Teachers' salaries per child 6 to 14 in county.....	\$6, 40	\$1. 05
Percentage illiterate, 1910.....	7. 2	39. 2

The entire population is rural. The average length of the public-school term is 4.6 months for white pupils and 2.2 months for colored. The number of teachers is 114 in white schools and 52 in colored schools. The average attendance is 3,134 white pupils and 2,039 colored pupils.

These statistics indicate the need for additional school facilities. With reorganization Harbison College could become a good central institution where boys might board and supplement the limited training received in the rural schools. A small parochial school operated in connection with Harbison College serves to care for the elementary pupils of the surrounding districts.

IRMO.

HARBISON COLLEGE.

President: C. M. Young.

A boys' school of elementary grade with a small secondary enrollment. Connected with the school is a "farm home" plan to aid colored families to purchase land. The valuable school plant and the land project are not effectively managed.

The school is owned and supported by the Presbyterian Board of Missions for Freedmen and was formerly Ferguson Institute at Abbeville, S. C. It was moved to Irmo in 1911.

Attendance.—Total, 89, all male; elementary 62, secondary 27. About 60 pupils board at the school. The reported enrollment for the year was 129.

Teachers and workers.—Total, 9; all colored; male 8, female 1; teachers 7, superintendent of building 1, matron 1. All are from schools that do not give agricultural or industrial training.

Organization.—Elementary: Elementary work corresponding to the five upper grades is done in the four preparatory years and in the first year of the so-called "normal" course.

Secondary: The subjects taught in the last three years of the "normal" course are: Latin, 3 years; Greek, 1; English, 4; mathematics, 3; elementary science, 3; history, 2; civics, 1; education, $\frac{1}{2}$; religion, 1; and agriculture, 3.

Agriculture: Little agricultural instruction is given beyond the three years of class study. The boys are employed in clearing the land and cultivating the crops. The teacher is a graduate of literary schools with practically no systematic training in agriculture but with some experience in practical farming.

"Farm home" plan: To carry out the "farm home" plan 850 acres of land adjoining the school were purchased by the board. This land is to be divided into small tracts to be sold to colored farmers. Only a few tracts had been sold up to the date of visit.¹

¹ It is reported that options have since been taken on other tracts, but no payments made.

Financial, 1914-15.—The financial records are kept in accordance with the requirements of the Board of Missions for Freedmen. The more important items for the year were:

Income, excluding noneducational receipts.....	\$7, 169
Expenditure, less noneducational receipts.....	8, 203
Value of plant.....	54, 700

Sources of income: Board of Missions for Freedmen, \$7,142; donation, \$20; day tuition, \$7. The noneducational receipts amounted to \$3,373. Of this \$1,972 was from the farm and \$1,401 from the boarding department.

Items of expenditure: Payments on indebtedness, \$3,266; supplies for boarding department, \$2,574; salaries, \$2,461; plumbing and electrical fixtures, \$1,586; farm tools, \$552; fuel and other supplies, \$223; oxen, \$175; repairs, \$138; outside labor, \$134; trees and seed, \$103; taxes, \$91; blacksmith bill, \$60; books, stationery, and postage, \$59; other expenses, \$154.

Plant.—Land: Estimated value, \$12,000. The school land comprises 500 acres, a large part of which is under cultivation. In addition the school has charge of an 800-acre tract of land owned by the Presbyterian Board, which is being sold in small farms of 5 to 25 acres to colored farmers who desire to live in the school community.

Buildings: Estimated value, \$32,700. There are two new brick buildings, four frame cottages and two barns. The buildings are new. The main building is four stories high, with dormitories on the third and fourth floors. The other brick building is a neat two-story house used for the principal's residence. The cottages are used as teachers' homes. The dormitories and classrooms were clean and fairly well equipped.

Movable equipment: Estimated value, \$10,000. Of this \$6,000 is in electrical plant and machinery, \$2,000 in furniture, and \$2,000 in farm equipment and live stock.

Recommendations.—1. That the business administration of the school and land project be improved and an adequate system of accounting installed.

2. That a man trained in agriculture be employed to superintend the "farm-home" plan, the school farm, and the instruction in agriculture.

3. That the time spent on ancient languages be given to subjects properly belonging to a rural-life school.

4. That simple manual training be introduced.

Dates of visits: December, 1913; December, 1915.

OCONEE COUNTY.

	White.	Negro.
Population, 1910.....	20, 489	6, 848
Children 6 to 14 years of age, 1910.....	4, 777	1, 854
Teachers' salaries in public schools, 1911-12.....	\$28, 195	\$3, 355
Teachers' salaries per child 6 to 14 in county.....	\$5. 88	\$1. 80
Percentage illiterate, 1910.....	15. 5	30. 9

The entire population is rural. The average length of the public-school term is 4.8 months for white pupils and 3.4 months for colored. The number of teachers is 116 in white schools and 36 in colored schools. The average attendance is 2,766 white pupils and 960 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Seneca Institute could be developed as a central institution to supplement the training given in the rural schools. Schofield parochial school, also known as Norrell College, is of slight value to the community. This school is described in the summary of small Presbyterian schools for the State.

SENECA.

SENECA INSTITUTE.

Principal: G. B. Hancock.

A school of elementary and secondary grade doing fairly good work. It is maintained almost entirely on the income from board and tuition. It is owned by a Baptist association too small to support it.

Attendance.—Total, 127; elementary 78, secondary 49; boarders, 60. Of the secondary pupils 23 were boys and 26 girls; 18 were from Seneca, 25 from other places in the State, and 6 from Georgia.

Teachers.—Total, 6; all colored; male 2, female 4.

Organization.—Elementary: The elementary grades with 78 pupils are taught by one teacher with such aid as the teachers of secondary subjects can spare. Part of the elementary work is done as practice teaching by the senior pupils.

Secondary: The secondary subjects are given in four classes, the first two classes being partly elementary. Latin is required for three years and Greek for two years. The industrial work is confined to a little gardening, sewing, and some cooking in the boarding department.

Financial, 1913-14.—The accounts are fairly well kept. The more important items for the year were:

Income, excluding noneducational receipts.....	\$850
Expenditures, less noneducational receipts.....	1, 120
Value of plant.....	11, 500

Sources of income: Baptist Association, \$500; tuition and fees, \$300; county funds, \$50. The noneducational receipts were from the boarding department and amounted to \$3,900.

Items of expenditure: Salaries, \$1,400; repairs and additions to buildings, \$450; power, light, and heat, \$260; equipment, \$200; student labor, \$185; advertising, \$15.

Plant.—Land: Estimated value, \$3,000. The land consists of 8 acres in Seneca, about 4 acres being used for truck garden.

Buildings: Estimated value, \$7,000. There are three buildings on the grounds. The main building is a two-story brick structure used for classrooms, girls' dormitory, teachers' home, and dining hall. The boys' dormitory is a two-story frame building. The buildings and grounds are in fairly good condition.

Recommendations.—1. That the institute cooperate with the Seneca public school in an effort to eliminate duplication of elementary work.

2. That the school endeavor to secure a larger appropriation from the county, so as to increase its income and secure the supervision of the county superintendent.

3. That more emphasis be placed on industrial work for both boys and girls.

Date of visit: December, 1914.

NEGRO EDUCATION. ORANGEBURG COUNTY.

	White.	Negro.
Population, 1910.....	19,098	36,794
Children 6 to 14 years of age, 1910.....	4,149	9,651
Teachers' salaries in public schools, 1911-12.....	\$56,396	\$9,418
Teachers' salaries per child 6 to 14 in county.....	\$13.58	\$0.97
Percentage illiterate, 1910.....	3.8	32.7

The rural population is 89.4 per cent of the total. The average length of the public-school term is 5.8 months for white pupils and 2.8 months for colored. The number of teachers is 158 in white schools and 119 in colored schools. The average attendance is 3,448 white pupils and 4,945 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The State School and Claflin College are duplicating each other's efforts in industrial work and some plan of cooperation should be developed between them. Effort should also be made to have the city of Orangeburg relieve these important schools of the large elementary grades for which they are caring.

ORANGEBURG.

CLAFLIN COLLEGE.

President: L. M. Dunton.¹

A school of secondary grade with small college department and an elementary enrollment of 600. It is one of the four institutions to which the State grants the right to give teachers' certificates.

The institution was founded in 1869 by Lee Claflin, of Massachusetts. It is owned and supervised by the Freedmen's Aid Society of the Methodist Episcopal Church and supported mainly by that society. From 1872 to 1896 it received a part of the Federal funds for agricultural and mechanical education. The board of 21 trustees, which is composed chiefly of colored men from South Carolina, is self-perpetuating. President Dunton is one of the pioneers in the education of the colored race.

Attendance.—Total, 814; elementary 597, secondary 177; college subjects 26, commercial 12, special 2, boarders 273. Of the pupils in higher and special classes 99 were male and 118 female. Of those reporting home address 36 were from Orangeburg, 150 from other parts of South Carolina, and 31 from other States. There were 59 from farm homes. The reported enrollment for the year was 866.

Teachers and workers.—Total, 27; white 6, colored 21, male 7, female 20; grades 11, secondary and college 8, music 2, Bible 1, commercial 1, industrial 4. Six of the academy teachers give one or two college courses.

Organization.—Elementary: The elementary work covers the usual eight grades, in which three-fourths of the pupils are enrolled. The quality of instruction is above the average.

Secondary: The secondary pupils are divided into two groups—"normal," in which a large majority of the pupils are enrolled, and "college preparatory," enrolling a few pupils. The subjects common to both groups are: Latin, 2 years; French, 2; English, 4;

¹ White.

science, 3; mathematics, 3; Bible 4; and history, 2. In the normal course physiology, nature study, and teacher-training subjects are added. In the college preparatory course the time given to languages is increased.

College: The secondary and college classes are taught by eight teachers well qualified for their work. The number, however, is not large enough to handle the courses of both departments. The laboratory is insufficient for college work. The courses in elementary science are so numerous that good work can not be done in any of them.

Industrial: The training of girls in home activities includes sewing 45 minutes daily in the sixth, seventh, and eighth grades, and cooking five periods a week in the second and third years of the high school. A few of the girls take millinery. The sewing is well taught; the cooking equipment is inadequate.

The John F. Slater Manual Training Building and equipment, valued at \$40,000, are ineffectively used. The teachers are students continuing their literary education or recent graduates of Claflin. The work is classed as "manual training," and "trade work." The only apparent difference is that manual training is given 45 minutes daily to the lower grades and the "trades" 12 hours a week to the upper classes. There seems to be little genuine interest in the trades. Practically all the pupils indicate the professions as their future occupations. Even two of the instructors intend to be lawyers. While Claflin is thus not making good use of its extensive industrial equipment, the training given to the young men is considerably more than that at any of the other literary schools.

Financial, 1912-13.—Careful financial records are kept, but the system requires a considerable amount of unnecessary work. The more important items were:

Income, excluding noneducational receipts.....	\$39,547
Expenditures, less noneducational receipts	39,450
Value of school property.....	362,035

Sources of income: Freedmen's Aid Society, \$21,134; tuition and fees, \$5,392; colored church conferences of South Carolina, \$3,174; Slater Fund, \$3,000; contributions for student aid, \$715; cash donations and other sources, \$6,132. The noneducational receipts amounted to \$12,189, of which \$10,004 was from the boarding department, \$1,018 from the farm, \$685 from sale of books, and \$482 from the shops.

Items of expenditure: Salaries, \$17,099; repairs, and additions to buildings and equipment, \$10,812; supplies for boarding department, \$7,379; fuel, light, and water, \$2,563; farm expenses, \$1,658; student labor, \$1,505; material and supplies for industrial department, \$1,494; books, \$736; student aid, \$700; other expenses, \$7,693.

School property: The school property consists of \$284,000 in the plant; \$40,000 in endowment, and \$38,035 in building fund and cash on hand.

Plant.—Land: Estimated value, \$56,000. Of this \$50,000 is represented by the school grounds and \$6,000 by the farm. The grounds and farm comprise 220 acres. The campus is in a good section of the town. The farm is about two miles from the school and is cultivated on a commercial basis.

Buildings: Estimated value, \$186,600. There are 12 buildings on the grounds. While some of these are handsome structures, the absence of any plan for their arrangement detracts much from the general appearance. The main buildings are: Tingley

Hall, a substantial two-story brick building used for administration and classroom purposes; Mary E. Dunton Hall, a three-story brick building used for boys' dormitory; the girls' dormitory, a three-story brick structure; the John F. Slater Manual Training Building, the dining hall and kitchen, library and reading room, all one-story brick structures. The other buildings are large frame structures used mainly for dormitories and classrooms.

Movable equipment: Estimated value, \$41,400. Of this, \$20,000 was in shop equipment; \$13,000 in furniture; \$4,000 in library books and fixtures; \$3,700 in farm equipment and live stock; and \$700 in other equipment.

Recommendations.—1. That the trustees seek to induce the city of Orangeburg to relieve Clafin of the large enrollment of pupils from the city.

2. That the training of teachers be made the main purpose of both the secondary and college departments.

3. That the industrial courses for young men be reduced to simple agriculture, gardening, and manual training in wood and iron adapted to rural teachers.¹

4. That the boys' dormitory be so governed as to develop habits of cleanliness and order.

Dates of visits: December, 1913; January, 1914; January, 1915; February, 1916.

STATE COLORED NORMAL, INDUSTRIAL, AGRICULTURAL, AND MECHANICAL COLLEGE.

President: R. S. Wilkinson.

A secondary school with large elementary enrollment. It is one of the four institutions to which the State grants the right to give teachers' certificates. The equipment for agricultural and industrial work is good, but the time allotted is too short.

The school was founded in 1896 by the State of South Carolina. It is supported in part by the State and in part by the Federal funds for agricultural and mechanical education. It is controlled by a white board of trustees, of which the governor is ex officio chairman. The board is elected by the legislature.

Attendance.—Total, 726; elementary 529, secondary 197. Of the pupils above the seventh grade 204 were female and 158 were male; 277 were boarders.

Teachers and workers.—Total, 33, all colored; male 23, female 10; grades and academic 14, boys' industries 7, agriculture 4, girls' industries 2, matrons and other workers 6.

Organization.—A complicated and wasteful plan of organization prevails, in which the large student body of over 700, with only 14 academic teachers, is separated by classes into five overlapping groups.

Elementary: The practice school, with an attendance of 364, covers the fifth, sixth, and seventh grades. The preparatory department, designed to meet the needs of the pupils from the ungraded schools of rural districts, has two classes, which are practically the equivalent of the seventh and eighth grades.

Secondary: The secondary work is done in the four-year "normal" department. The subjects are: English, 3 years; mathematics, 3; elementary science, 2; commercial geography, 1½; history, 1; economics and sociology, 1; Bible, 1; psychology and phi-

¹ See p. 500.

losophy, 1; physical culture, 1; drawing, 1½; bookkeeping, 1. Practice teaching and hygiene are not included. An agricultural course is reported, but the number of pupils enrolled is small.

The extensive system of classes is further complicated by the large number of subjects studied by each class. The following program of studies, with the number of recitations per week indicated, is typical of the majority of the class programs: Algebra, 4 recitations; chemistry, 2; English, 4; English history, 2; physics, 2; physical culture, 2; drawing, 2; bookkeeping, 2; agriculture, 2; animal husbandry, 2; Bible, 1; brick masonry, 6.

Industrial: The industrial work is handled by good teachers and there is fairly good equipment. Each pupil is required to spend one day a week in the industrial department. The time allotment of only six hours is, however, clearly too short to produce skilled workers. This brief period spent in the well-equipped industrial department is in striking contrast with the large proportion of time devoted to the academic department, with its inadequate teaching force and equipment. The boys' trades were handled by 7 teachers. The trades and attendance were as follows: Carpentry, 15; bricklaying, 46; tailoring, 25; plumbing, 7; blacksmithing and wheelwrighting, 20; painting, 10; harnessmaking, 10.

Industrial subjects for girls were in charge of two teachers. Every girl receives instruction in cooking and sewing.

Agriculture: The agricultural department, with four teachers, has a farm of 85 acres, an agricultural building, dairy, and stables. Some classroom work in agriculture is done. The course begins in the senior preparatory class with two hours a week in market gardening. The normal classes have two courses in agriculture, besides one in rural sociology and one in agricultural economics. The practice work in gardening has recently been reorganized and made effective. There are 16 special students reported in agriculture. The farm is conducted with little consideration for educational aims.

Financial, 1913.—A good system of accounting was installed in 1913. The boarding department is conducted privately and figures relating to it are omitted from the statement below.

Income, excluding noneducational receipts.....	\$44, 216
Expenditures, less noneducational receipts.....	37, 699
Value of plant.....	297, 300

Sources of income: Federal land-grant funds, \$30,754; State appropriations, \$12,614; fees from students, \$848. The noneducational receipts were from the farm and shops and amounted to \$1,624.

Items of expenditure: Salaries, \$23,555; materials and supplies, \$3,530; equipment, \$3,021; insurance, \$2,726; student labor, \$2,451; fuel, heat, and water, \$2,181; repairs, \$1,000; athletic expenses, \$287; stationery and postage, \$204; advertising and printing, \$192; traveling expenses of president, \$176. In addition the sum of \$8,000, appropriated the year before, was expended in the erection of a heating plant.

Plant.—Land: Estimated value, \$50,000. The school owns 130 acres of land, with 85 acres under cultivation.

Buildings: Estimated value, \$227,000. Morrill Hall, the boys' dormitory, is a three-story frame building. Bradham Hall, the girls' dormitory building, is a two-story brick structure containing rooms for 400 girls, together with administrative offices. There is also the dining hall, a one-story brick building accommodating 750; and Industrial Hall, a large two-story brick building, which contains shops. Smaller buildings are the agricultural building, the dairy, two barns, a heating and electrical building, the president's home, and six teachers' houses.

Movable equipment: Estimated value, \$20,300, as follows: Shop equipment, \$10,000; scientific apparatus, \$4,000; furniture, \$3,000; farm equipment and live stock, \$3,000; books in library, \$300.

Recommendations.—1. That the elaborate system of academic classes be simplified.

2. That the disproportion in number of teachers between the industrial and agricultural departments be adjusted and the teaching force rearranged to enable the agricultural department to meet the needs of a people 88 per cent rural.

3. That an adequate number of garden implements be purchased and time allowed so that all pupils may have at least one year of work in gardening.¹

4. That the farm operations be arranged so that special students in agriculture may have practice in farming, to include tillage operations, cultivating, spraying, harvesting, and marketing.

5. That the boarding department be conducted as a department of the school.

6. That provision be made for an annual audit by an accredited accountant.

Dates of visits: December, 1913; March, 1915.

RICHLAND COUNTY.

	White.	Negro.
Population, 1910.....	25,609	29,533
Children 6 to 14 years of age, 1910.....	4,547	6,393
Teachers' salaries in public schools, 1911-12.....	\$78,193	\$17,728
Teachers' salaries per child 6 to 14 in county.....	\$17.19	\$2.77
Percentage illiterate, 1910.....	6.5	31.1

The rural population is 52.3 per cent of the total. The average length of the public-school term is 8.2 months for white pupils and 4.9 months for colored. The number of teachers is 156 in white schools and 89 in colored schools. The average attendance is 3,502 white pupils and 3,945 colored pupils. There are no private schools for colored people in Richland County outside the city of Columbia.

COLUMBIA.

	White.	Negro.
Population, 1910.....	14,772	11,546
Children 6 to 14 years of age, 1910.....	2,098	1,884
Teachers' salaries in public schools, 1911-12.....	\$40,246	\$9,545
Teachers' salaries per child 6 to 14 in city.....	\$19.18	\$5.06
Percentage illiterate, 1910.....	5.5	32.2

The number of teachers is 61 in white schools and 24 in colored schools. The average attendance is 1,800 white pupils and 1,048 colored pupils. A new school for colored people was erected in 1915. Up to that time the city had only one colored public school. Though it is inadequate for a city the size of Columbia, some good secondary and indus-

¹ Since date of visit a course in gardening has been introduced.

trial work is done. The St. Mary's Episcopal School, with strong local support, supplements the public schools of the city. Allen University and Benedict College should be developed to meet the needs of the State, leaving the elementary work for the city schools and the Episcopal school.

HOWARD (PUBLIC) HIGH SCHOOL.

Principal: N. J. Frederick.

A high school furnishing the only public-school accommodations for Negroes in the city.¹ Two and a half years of secondary work are covered and good industrial training is provided. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 138; male 24, female 114. The elementary enrollment was 1,327.

Teachers.—Secondary, 6; all colored; male 2, female 4.

Organization.—Secondary: Secondary work is introduced in the eighth grade and is continued in the ninth and tenth grades.

Industrial: One period a day is given to industrial training by all pupils. Sewing and cooking are provided for girls and manual training for boys.

Plant.—Estimated value, \$15,300. The plant consists of a large city lot and two frame buildings. The elementary classrooms are crowded.

ALLEN UNIVERSITY.

President: R. W. Mance.²

An elementary and secondary school with a large boarding department. Because of a division of financial authority between the president and treasurer, and also because of the lax methods of the board of trustees, the affairs of the school are in a constant turmoil. Quantity rather than quality seems to be the educational aim of the institution. The State, however, grants teachers' certificates to its graduates.

The school was incorporated in 1880. It is owned and controlled by an unwieldy board of about 100 trustees representing the African Methodist Episcopal Church of South Carolina.

Attendance.—Total, 450; elementary 304, secondary 140, theological 3, special 3. Of the 196 pupils above seventh grade reporting residence, 87 were male and 109 female; 32 were from Columbia, 160 from other parts of the State, and 4 from other States. The reported enrollment for the year was 507.

Teachers and workers.—Total, 20; all colored; male 9, female 11; elementary 5, secondary 10, theological 2, industrial 2, matron 1.

Organization.—The institution claims a university organization of 12 departments. Only the elementary and secondary departments are worthy of the name. The elementary work is done in the seven regular grades and the first "normal" class. Secondary courses are given in the three upper classes of the "normal" department and in some of the so-called college classes. These courses include algebra, geometry, physics, history, rhetoric, and psychology, and four years of Latin. No courses in pedagogy or practice teaching are reported by the pupils who are candidates for the degree of licentiate of instruction given by the State department of instruction. The other departments are theological, dressmaking, and printing, each with a few pupils.

¹ Since date of visit it has been reported that a new school building is in course of erection.

² Elected since date of visit.

Financial, 1912-13.—The treasurer handles all funds except board and tuition, and publishes only a straight list of "amounts received" and "amounts expended" from month to month. The statement for the year gives no details as to what the monthly expenses are. The president receives tuition and board money and keeps no records except the stubs of check and receipt books. The income and expenditure given in the statement below are from the printed statement of the treasurer, while the receipts from board, tuition, and fees are as reported by the president.

Income, excluding noneducational receipts.....	\$16,702
Expenditures, less noneducational receipts.....	16,697
Indebtedness.....	14,303
Value of plant.....	82,000

Sources of income: Church conferences and donations, \$14,000; tuition, \$2,000; other sources, \$702. The noneducational receipts were from the boarding department and amounted to \$8,756. The president makes no analysis of the funds received, so that the amount of tuition and fees is not shown separately, the above figures for tuition being an estimate from the total for board and tuition.

Items of expenditure: Salaries, \$7,879; water, light, and fuel, \$4,700; payment on school debt, \$800; other expenditures, \$3,318.

Indebtedness: Of the indebtedness, \$10,000 is in the form of mortgage and the remainder is accounts payable for supplies.

Plant.—Land: Estimated value, \$20,000. The school land consists of 4 acres of valuable city property.

Buildings: Estimated value, \$57,000. There are two large brick buildings and two frame structures. A four-story building is used for girls' dormitory, classrooms, chapel, and president's office. The other brick building is used for boys' dormitory and classes in cooking. The two frame buildings are used for school kitchen, dining room, laundry, and printing shop.

Movable equipment: Estimated value, \$5,000. The movable equipment consists of furniture valued at \$3,000; office furniture and fixtures valued at \$1,000, and laundry and other equipment valued at \$1,000.

Recommendations.—That the double financial system be abolished.

2. That the trustees appoint a resident treasurer who, under the supervision of the president, shall keep the financial records in accordance with a system installed by an accredited accountant.

3. That the books be audited annually by an accredited accountant who shall report to the board of trustees.

4. That the present unwieldy board of trustees intrust the immediate management of the school to a small and responsible executive committee.

5. That the plan under consideration by the trustees to transfer the school to a rural community be carried out.

6. That the energies of the school be centered upon the training of teachers.

7. That simple instruction in agriculture and manual training be introduced.¹

Dates of visits: December, 1913; December, 1915.

¹ See recommendations in summary chapter, p. 22.

BENEDICT COLLEGE.

President: B. W. Valentine.¹

An institution of secondary and college grade making considerable provision for teacher training. It is one of four schools to whose graduates the State of South Carolina gives certificates to teach.

The school was founded in 1871 by the American Baptist Home Mission Society and chartered in 1894. It is owned and controlled by the society. A board composed of six white and three colored trustees acts in an advisory capacity.

Attendance.—Total, 507; male 208, female 299; elementary 254, secondary 205, college 45, ministerial 3. Of the pupils above the eighth grade, 197 were boarders. Of those reporting home address, 43 were from Columbia, 199 from other places in South Carolina, and 10 from other States. There were 107 pupils from farm homes. The reported enrollment for the year was 595.

Teachers and workers.—Total, 30; white 18, colored 12; male 9, female 21; grades 4, academic 14, theological 1, girls' industries 4, office 2, music 1, drawing 1, commercial 1, nurse training 1, superintendent of grounds.

Organization.—Elementary: The elementary work is unusually good; instruction is given by two supervising teachers, four regular teachers, and a practice teacher.

Secondary: The secondary subjects are offered in two courses, "college preparatory" and "normal." The subjects of the first two years are practically the same for both courses. In the third and fourth years, 16 pupils elect the "college preparatory" and 87 the "normal" course. The "college preparatory" course includes: Latin, 1, year; English, 4; mathematics, 3; science, $3\frac{1}{2}$; history, 2; Bible, 3. In addition, 7 pupils elected Greek, 8 advanced Latin, 11 chemistry, 4 physics, 3 history, 2 agriculture, 6 German. Some of the college-preparatory pupils elect teacher-training subjects. The normal course includes: English, 4 years; mathematics, 4; science, $3\frac{1}{2}$; history, 2; Bible, 3; education, $\frac{1}{2}$; reviews, $1\frac{1}{2}$; practice teaching, 1. Bookkeeping is elected by 28 pupils, Latin by 15, and German by 7. The practice teaching is especially well done. Both the "normal" and "college preparatory" courses are modern in their emphasis on science and history and their freedom from the domination of foreign language. The work would be strengthened by the addition of theory and practice of gardening and sanitation.

College: The college course includes English, $2\frac{1}{2}$ years; mathematics, 2; science, 3; history, $1\frac{1}{2}$; Bible, $1\frac{1}{2}$; logic, $\frac{1}{2}$. In addition 22 students elected chemistry, 22 German, 11 Latin, 11 Greek, 6 economics, 1 physics, 1 practice teaching, 1 psychology, 1 biology, and 1 geology. The ages of some pupils in this department indicate that entrance requirements are not strictly enforced.

Ministerial: One of the regular teachers devotes most of his time to theological subjects. Three pupils of limited training are taking the regular course. A short course of lectures is arranged for ministers desiring elementary training in theology.

Industrial: Good courses in cooking and sewing are provided for the girls. Some instruction in gardening is given.

¹ White.

Financial, 1912-13.—The books are carefully kept in accordance with the requirements of the American Baptist Home Mission Society, and the business management is efficient. The more important items for the year were:

Income, excluding noneducational receipts.....	\$21,384
Expenditures, less noneducational receipts.....	19,140
Value of school property.....	635,744

Sources of income: American Baptist Home Mission Society and endowment funds, \$18,610; tuition, \$1,861; other sources, \$913. The noneducational receipts were from the boarding department and amounted to \$15,095.

Items of expenditure: Salaries, \$12,565; supplies for boarding department, \$6,936; power, light, and heat, \$3,911; hospital building, \$3,500; equipment for academic departments, \$2,689; repairs, \$1,605; outside labor, \$696; advertising and soliciting, \$323; other expenses, \$2,010.

School property: The property consists of \$493,000 in the school plant, \$140,000 in endowment, \$2,244 in cash on hand, and \$500 in supplies.

Plant.—Land: Estimated value, \$350,000. The grounds comprise 20 acres of valuable land within the city limits. The campus is well kept and the general appearance is good.

Buildings: Estimated value, \$126,000. There are 12 buildings on the grounds, 6 of brick and the rest of frame. Four of the brick buildings are three stories high and one is two stories. The buildings are in fairly good repair.

Movable equipment: Estimated value, \$17,000. Of the movable equipment, \$8,000 is in furniture, \$5,000 in scientific apparatus, \$3,000 in farm implements and live stock, and \$1,000 in books in the library.

Recommendations.—1. Financial means should be provided to maintain the good work in the academic classes and to add gardening, simple manual training, and instruction in hygiene and sanitation.¹

2. The ministerial training should be limited to short courses for ministers already in service.

Dates of visits: December, 1913; March, 1915.

ST. MARY'S PAROCHIAL SCHOOL.

Principal: E. S. Willett.

An Episcopal elementary school with a few secondary pupils. It was founded by the Episcopal Board of Missions and is controlled by a board of influential white men of Columbia.

Attendance.—Total, 210; elementary 201, secondary 9.

Teachers.—Total, 8; all colored; male 1, female 7. The principal, who is the local rector, does not teach.

Organization.—The work covers nine grades. The teaching is good. Ninth-grade pupils take Latin, algebra, physiology, English, and history. The industrial training consists of woodworking for the boys and sewing and cooking for girls.

¹ See recommendations in summary chapter, p. 22.

Financial, 1913-14.—The income amounted to approximately \$1,200, a large part of which came from the Episcopal Board and the remainder from tuition. Most of this was used for salaries.

Plant.—Estimated value, \$8,000. The plant consists of a city lot, a large frame building, and a small amount of classroom furniture. The building is badly lighted and in poor repair.

Recommendations.—1. That the work in manual training, cooking, and sewing be strengthened; that the energies of the school be directed to the elementary classes.

2. That the theory and practice of gardening be made a part of the regular course.¹

Dates of visits: November, 1913; December, 1915.

SUMTER COUNTY.

	White.	Negro.
Population, 1910.....	10,246	28,103
Children 6 to 14 years of age, 1910.....	2,026	7,252
Teachers' salaries in public schools, 1911-12.....	\$37,573	\$11,484
Teachers' salaries per child 6 to 14 in county.....	\$18.54	\$1.58
Percentage illiterate, 1910.....	4.1	32.1

The rural population is 78.9 per cent of the total. The average length of the public school term is 7.6 months for white pupils and 4.2 months for colored. The number of teachers is 89 in white schools and 81 in colored schools. The average attendance is 1,459 white pupils and 3,899 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. A Jeanes Fund supervising industrial teacher travels in the county, helping the teachers in rural schools to introduce industrial work and extend the influence of the school into the community. The Mayesville Industrial Institute should be reorganized so that it may continue to supplement the training given by the rural schools. The Goodwill parochial school also supplements the public schools in a rural community. In view of the small need for Kendall Institute, effort should be made to combine it with the Goodwill parochial school. Morris College could be developed as a school where pupils might board and receive secondary and industrial training. Lowry Institute is described in the summary of small independent schools for the State.

MAYESVILLE.

GOODWILL PAROCHIAL SCHOOL.

Principal: J. D. Davis.

An elementary day school doing a needed work in a rural community. It was founded in 1868 by the Presbyterian Board of Missions for Freedmen and is owned and supported by that Board. The total attendance was 200, all elementary. There were five colored teachers, the principal and four women. The income of about \$700 was from the Presbyterian Board, the county, and tuition. The plant, estimated value, \$3,000, consists of an acre and a half of land and a large frame building.

¹ See recommendations in summary chapter, p. 22.

Recommendation.—That the school adapt its work to the needs of rural life by providing simple courses in manual training and in the theory and practice of gardening.

Date of visit: December, 1913. Facts verified, 1916.

MAYESVILLE INDUSTRIAL INSTITUTE.

Principal: Miss Emma J. Wilson.

A school of elementary grade with a small secondary department and some provision for industrial and agricultural training. It was founded in 1886 by the principal, and in 1896 was incorporated by the trustees of the Mayesville Educational and Industrial Association. The board of trustees is composed of white and colored people from the North and South.

Attendance.—Total, 176; elementary 152, secondary 24. About 75 pupils board at the school. The reported enrollment for the year was 425.

Teachers and workers.—Total, 15; all colored; male 5, female, 10; academic 9, industrial 2, agriculture 1, others 3. A number of the academic teachers devote afternoons to industrial work.

Organization.—The regular e-gnt grades and a three-year "normal" course are provided. The normal course emphasizes English throughout. The other subjects are: Mathematics, 3 years; geography, 2; psychology, 1; philosophy, 1; ethics, 1; commercial, 2. The industrial work for boys consists of simple woodworking and tailoring. Good instruction in cooking and sewing is provided, though the equipment is limited. The pupils work on the school farm, which is cultivated for profit.

Financial, 1914-15.—An excellent system of accounting is followed and the books are carefully kept. According to the report for the year the more important items were:

Income, excluding noneducational receipts.....	\$6,169
Expenditures, less noneducational receipts.....	6,595
Value of property.....	47,067

Sources of income: General donations, \$4,981; income from investments, \$478; tuition and entrance fees, \$302; concerts and entertainments, \$208; appropriation from the county, \$200. The noneducational receipts amounted to \$1,581, of which \$992 was from the farm, \$396 from the boarding department, \$120 from tailoring sales, and \$73 from sales of books and papers. During the year \$5,500 was raised for the building fund, making \$10,304 available for this purpose.

Items of expenditure: Farm expenses, \$2,846; salaries, \$2,410; fuel, light, and insurance, \$914; boarding supplies and expenses, \$782; administration expenses, \$554; payment on loan, \$300; purchase of school books, \$200; academic supplies, \$170. In addition \$9,005 was expended during the year on a new building.

Property: The property consists of \$39,025 in the plant, \$5,667 in endowment funds, and \$2,375 in real estate investments in Mayesville.

Plant.—Land: Estimated value, \$14,500. The school owns 120 acres of land, 50 acres being in the campus site and 70 acres in the farm.

Buildings: Estimated value, \$21,525. There are four school buildings, a laundry, several cottages, and a good barn. The main building, a frame structure recently erected at a cost of \$13,688, is used for classrooms and girls' dormitory. The shop is a small brick structure valued at \$1,000. All of the buildings are clean and well kept.

Movable equipment: Estimated value, \$3,000. Of this about \$1,000 was in furniture and academic equipment and \$2,000 in shop equipment, farm implements, and live stock.

Recommendations.—1. That effort be made to develop increased cooperation of the county and State in the support and management of this school.

2. That the administration be strengthened by the appointment of a capable assistant to the principal and that the standards of teaching be raised.

3. That the agricultural work be made educational and conducted on land near the school.¹

4. That an effective course in manual training be provided.

5. That effort be made to have the county provide an adequate building.

Dates of visits: December, 1913; December, 1915.

SUMTER.

KENDALL INSTITUTE.

Principal: J. P. Foster.²

An elementary school with few pupils in the ninth and tenth grades. It is owned and largely maintained by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 219. There were 162 pupils in the first four grades. Industrial training is limited to instruction in sewing.

Teachers.—Total, 6, all colored; male 1, female 5.

Financial, 1914-15.—The books are kept in accordance with the requirements of the Presbyterian Board. The more important items for the year were:

Income, excluding noneducational receipts.....	\$1,107
Expenditures, less noneducational receipts.....	1,107
Value of plant.....	10,900

Sources of income: Presbyterian Board, \$945; tuition and fees, \$119; other sources, \$43. The noneducational receipts amounted to \$80, of which \$45 was from the boarding department and \$35 was a special appropriation for repairs from the Board of Missions.

Items of expenditure: Salaries, \$988; supplies and fuel, \$95; supplies for boarding department, \$69; repairs, \$35.

Plant.—Land: Estimated value, \$1,500. The school owns about two acres of city property. The campus has been neglected.

Buildings: Estimated value, \$8,400. There are three frame buildings. The school building and the dormitory are two-story structures. A cottage is used as the home of the principal.

Movable equipment: Estimated value, \$1,000. The equipment consists of furniture for classrooms and dormitories.

Recommendation.—That in view of the public-school facilities of the town this school be merged with the Good Will rural school in the same county.

Date of visit: December, 1913.

¹ See recommendations in summary chapter, p. 22.

² Elected since date of visit.

MORRIS COLLEGE.

President: J. J. Starks.

A school of elementary and secondary grade. It was founded in 1905 by the Baptist Missionary and Educational Convention of South Carolina. It is controlled by a board of trustees elected by the convention.

Attendance.—Total, 160; elementary 106, secondary 54. Of the secondary pupils 32 were male and 22 female; 40 were boarders. In addition a few ministers attended irregularly.

Teachers.—Total, 12, all colored; male 3, female 9. The teachers were fairly well trained.

Organization.—Elementary: The work covers the usual elementary grades.

Secondary: Emphasis is placed on the ancient languages and mathematics. One teacher gives all his time to languages, teaching Latin, Greek, and German. The other subjects offered in the four-year "preparatory" course and the two-year "college," so-called, are English, history, Bible, and chemistry. A few of the girls take sewing.

Financial, 1912-13.—The books are fairly well kept but the system is inadequate. According to the printed statement for the year the more important items were:

Income, excluding noneducational receipts.....	\$3,525
Expenditures, less noneducational receipts.....	3,509
Indebtedness.....	5,000
Value of plant.....	25,000

Sources of income: Baptist churches and associations, \$2,425; tuition and fees, \$1,000 (estimated); other sources, \$100. The noneducational receipts, which amounted to approximately \$2,490, were from the boarding department but can not be shown separately from tuition.

Items of expenditure: Salaries, \$2,100; supplies, \$1,583; furniture and equipment, \$821; repairs and additions to buildings, \$481; payment on school debt, \$426; fuel and light, \$420; traveling expenses, \$128; other expenses, \$40.

Indebtedness: The indebtedness of \$5,000 represents the balance due on the purchase price of the property.

Plant.—Land: Estimated value, \$5,000. The land consists of 8 acres on the outskirts of Sumter. Part of the land is used for truck gardening.

Buildings: Estimated value, \$18,500. There are three large frame buildings, one comparatively new and the others older but in fairly good condition.

Movable equipment: Estimated value, \$1,500. The equipment consists of furniture for classrooms and dormitories and a few farm implements.

Recommendations.—1. That emphasis on foreign languages be not allowed to interfere with provision for teacher training, gardening, and simple industrial training.¹

2. That a system of accounting suited to the needs of the school be installed and the books audited annually by an accredited accountant.

Date of visit: December, 1913. Facts verified, 1915.

¹ See recommendations in summary chapter, p. 22.

YORK COUNTY.

	White.	Negro.
Population, 1910.....	22,331	25,275
Children 6 to 14 years of age, 1910.....	4,825	6,602
Teachers' salaries in public schools, 1911-12.....	\$45,157	\$7,599
Teachers' salaries per child 6 to 14 in county.....	\$9.35	\$1.15
Percentage illiterate, 1910.....	9.7	43.8

The rural population is 84.9 per cent of the total. The average length of the public-school term is 5.9 months for white pupils and 3.8 months for colored. The number of teachers is 147 in white schools and 96 in colored schools. The average attendance is 3,596 white pupils and 3,463 colored pupils.

The low appropriations of York County have led to a peculiar situation in Rock Hill and McConnellsville. In McConnellsville the \$100 appropriated by the county for Negro education is given to a private school. In Rock Hill the \$1,170 appropriated from county funds to educate the Negro children, instead of being appropriated to a public school, is distributed equally to the four private schools regardless of their worth. The amount given to each school, \$292.50, is equal to one teacher's salary at \$32 a month.

Of the four private schools, two are elementary day schools taught in one room and two are boarding schools with several teachers. The total attendance of the four schools was 475, 395 being day pupils and 80 boarders. As the Negro school population of Rock Hill is only 423, the necessity for combination among these schools is evident. The Presbyterian parochial and Episcopal parochial day schools are so hampered by inadequate equipment and limited support that they could hardly exist without the county appropriation. The Baptist school is lax in discipline and organization. Clinton College appears to be the most hopeful school upon which to center efforts for Rock Hill. With a little extension of classroom space, this school could care for the combined enrollments, and with but slight reorganization of the course of study the pupils would receive the benefit of good elementary and secondary instruction together with some teacher training and industrial work. Rock Hill should, of course, ultimately maintain its own elementary school for Negro children.

ROCK HILL.

CLINTON COLLEGE.

President: R. J. Boulware.

A school of elementary and secondary grade, with a large percentage of its enrollment from the town of Rock Hill. It was founded in 1893 by the African Methodist Episcopal Zion Church. It is owned and supervised by the general board of education of that body and receives small appropriations from the city of Rock Hill.

Attendance.—Total, 183; elementary 155, secondary 28; boarders, 45. The enrollment for the year was 338.

Teachers.—Total, 9; all colored; male 3, female 6.

Organization.—The grades correspond to the public-school grades of South Carolina in academic subjects. The industrial work consists of sewing and domestic science for girls and carpentry and farm work for boys. The girls' courses are taught by well-trained teachers. The courses in carpentry and agriculture occupy only one and two

hours per week, respectively. The neatness of the campus and buildings and the emphasis placed on order furnish valuable training.

Financial, 1912-13.—The accounts were honestly kept, but the cost of the departments was not separately shown. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$1,740
Expenditures, less noneducational receipts.....	1,695
Value of plant.....	15,000

Sources of income: African Methodist Episcopal Zion churches, \$524; tuition, \$480; net gain from farm, \$380; public-school fund, \$293; other sources, \$63. The noneducational receipts were from the boarding department and amounted to \$2,132.

Items of expenditure: Supplies for boarding department, \$1,839; salaries, \$1,668; repairs and other expenses, \$320.

Plant.—Land: Estimated value, \$7,500. The grounds consist of 74 acres on the edge of Rock Hill; the campus occupies about 10 acres and the farm the remainder.

Buildings: Estimated value, \$6,500. The two buildings are two-story frame structures with small classrooms and dormitory rooms. The buildings and premises are neatly kept.

Movable equipment: Estimated value, \$1,000; furniture, \$500; farm equipment and live stock, \$300; other equipment, \$200.

Recommendations.—1. That the public-school authorities provide for the day pupils in the elementary grades as soon as possible.

2. That the work of this school should then be centered on the secondary course and the industrial and teacher-training subjects be developed.

3. That nature study and gardening with actual practice be substituted for the course now called agriculture.¹

4. That the present limited time allotment for industrial subjects be extended.

Date of visit: November, 1913. Facts verified November, 1915.

FRIENDSHIP NORMAL AND INDUSTRIAL COLLEGE.

President: M. P. Hall.

An elementary school with some pupils in secondary subjects. The management and discipline are not effective. The school is owned and supported by the Baptist churches of York and Chester Counties.

Attendance.—Total, 155; elementary 136, secondary 19; boarders, 35. The reported enrollment for the year was 300.

Teachers.—Total, 8; all colored; male 4, female 4. Three were teachers of elementary classes, and the others had such titles as "professor of higher mathematics," "professor of Greek, science, and literature," "dean of theology," "professor of ethics and history," and "professor of chemistry." These titles, together with the claim of college work, misrepresent the work of the school.

Financial, 1912-13.—Practically no accounts are kept. The boarding department was said to clear expenses, and receipts and expenditures of the department are elimi-

¹ See recommendations in summary chapter, p. 22.

nated from the statement below. As far as could be determined the more important items were:

Income.....	\$4,900
Expenditure.....	5,400
Value of plant.....	13,500

Sources of income: Churches, \$3,500; tuition and fees, \$1,008; county, \$292; donations, \$100.

Items of expenditure: Salaries, \$4,150; material, \$372; power, light, and heat, \$155; repairs, \$327; other expenses, \$322.

Plant.—Land: Estimated value, \$3,000; buildings, \$10,000; equipment, \$550. The buildings are in bad repair and the dormitory facilities are very poor.

Recommendation.—In view of the small school population of Rock Hill and the existence of another private school in the town, it is recommended that this school combine with one of the larger Baptist schools of the State.

Date of visit: November, 1913. Facts verified, 1915.

BAPTIST SCHOOLS.

Besides the schools described in the county summaries, there are nine small Baptist schools in South Carolina. Five of these schools were visited and are described below; the other four are listed at the end of this section. In view of the need of increased support for the larger schools and the limited need for these schools effort should be made to combine them and concentrate the support of the Baptists on the more important institutions of the State.

ABBEVILLE COUNTY—McCORMICK.

M'CORMICK INDUSTRIAL INSTITUTE.

Principal: George E. Goode.

A small elementary school owned by the local Baptist Association. The term is 5½ months. The 137 pupils were taught by the principal and one assistant. The income was approximately \$400, of which \$100 was from the county and \$300 from the Baptist Association. Practically all of the income was spent for salaries. The plant, estimated value \$2,500, consists of 3 acres of land, a very poor frame building, and equipment valued at \$100.

Recommendation.—That the Baptist Association endeavor to improve the plant and to adapt the work of the school to local conditions and needs.

Date of visit: November, 1913.

CHEROKEE COUNTY—GAFFNEY.

CHEROKEE NORMAL AND INDUSTRIAL INSTITUTE.

Principal: E. E. Bobo.

A small elementary day school owned by the local Baptist Association. The 97 pupils were practically ungraded the most advanced were doing about seventh-grade work. They were taught by the principal, assisted by a colored woman teacher. The income amounted to approximately \$200, of which \$100 was from tuition and \$100 from other sources. Practically all the income was used for salaries. The plant, estimated value \$2,000, consists of 7 acres of land, a two-story frame building, and equipment valued at \$100.

Recommendation.—That the school be combined with some of the large Baptist schools of the State.

Date of visit: November, 1913.

GREENVILLE COUNTY—GREER.

BAILEY VIEW ACADEMY.

Principal: J. H. Walker.

A small elementary school with 20 pupils in attendance and 97 on roll. It is owned and controlled by the North Encree Baptist Association and maintained by the principal for personal profit under an agreement with the association. In addition to his school work the principal is pastor of three churches. The teaching is done by two colored women. The income of the school amounted to approximately \$1,000, of which \$290 was from tuition and \$710 from the Baptist associations, churches, and other sources. Most of the income is expended for salaries. The plant, estimated value \$5,000, consists of 8 acres of land, two neat frame buildings, and equipment valued at \$500.

Recommendation.—That the Baptist Association endeavor to merge this school with the public-school system.

Date of visit: November, 1913.

LANCASTER COUNTY—KERSHAW.

UNION INSTITUTE.

Principal: J. S. Jakes.

A small elementary school maintained cooperatively by the county and the local Baptist Association. The 75 pupils were in seven grades, taught by the principal and three colored women. The reported enrollment for the year was 225. The income amounted to \$700, of which \$375 was from the county, \$175 from the Baptist Association, and \$150 from tuition and entertainments. Of the income \$600 was expended for salaries and \$100 for other expenses. The plant, estimated value \$1,500, consists of about an acre of land, a frame building, and equipment valued at \$200.

Recommendation.—That effort be made to have the public authorities take over the work and increase its efficiency.

Date of visit: November, 1913.

LAURENS COUNTY—LAURENS.

TUMBLING SHOALS BAPTIST HIGH SCHOOL.

Principal: M. A. Cunningham.

An elementary school with limited equipment and teaching force. It was founded in 1912 by the local Baptist Association. The 200 pupils were taught by three teachers. The income amounted to approximately \$800, all of which was from tuition and the Baptist Association. Salaries amounted to \$600. The plant, estimated value \$2,500, consists of 5 acres of land, a two-story frame building, and equipment valued at \$300.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: November, 1913.

OTHER BAPTIST SCHOOLS.

The following Baptist schools were also reported, but evidence indicates that they were not of sufficient importance to warrant consideration in this study.

County.	Town.	School.
Aiken.	Beach Island.	Storm Branch High School.
Aiken.	Perry.	Perry Union Institute.
Barnwell.	Blackville.	Blackville Institute.
Lancaster.	Lancaster.	Lancaster Institute.
Saluda	Saluda.	Saluda High School.

CATHOLIC PARISH SCHOOLS.

There are in South Carolina three Catholic parish schools. All are small elementary schools where the religious interest is strong. The principal facts reported concerning them are as follows:

County.	Town.	School.	Attendance.	Teachers.	Income.
Charleston.	Charleston.	Immaculate Conception.	142	4	\$1,000
Charleston.	Charleston.	St. Peter's School.	154	5	1,100
Colleton.	Catholic Cross Roads.	St. James's School.	70	1	400

EPISCOPAL SCHOOLS.

Besides the St. Mary's School, which is aided by the American Church Institute, six small Episcopal schools are reported for South Carolina. Three were visited and the existence of three others was verified by correspondence. The three not visited are small mission schools aided by the Episcopal Board and generally taught in connection with a church.

NEWBERRY COUNTY—NEWBERRY.

ST. LUKE'S EPISCOPAL MISSION SCHOOL.

Principal: James S. Daniels.

An Episcopal parochial school taught in the church by the rector and his daughter. It was founded in 1897 by the Episcopal Board of Missions.

Attendance.—Total, 60; all in eight elementary grades. The reported enrollment for the year was 130. A little instruction in sewing is given. No industrial work is provided for boys.

Teachers.—Total, 2. A part-time teacher gives two days a week to instruction in sewing.

Financial, 1912-13.—The income of the school amounted to \$726, of which \$600 was from the Episcopal Board and \$126 from tuition. Practically all of this was spent for salaries.

Recommendation.—There is a present need for this school, but with the development of the public schools this school should become a part of the public-school system or be united with one of the larger institutions.

Date of visit: November, 1913.

SPARTANBURG COUNTY—SPARTANBURG.

EPIPHANY MISSION SCHOOL.

Principal: Robert Bagnall.

A parochial school of elementary grade. It was founded in 1903 and is owned and controlled by the Episcopal Board of Missions for Freedmen. It is supported by that board and the city of Spartanburg. The principal is the local rector.

Attendance.—Total, 260. All but three pupils were in the eight elementary grades. The three pupils in the ninth grade were doing some elementary and some secondary work. The grades are well taught.

Teachers.—Total, 3; all colored; male 1, female 2. The teachers are fairly well trained.

Financial, 1912-13.—The income was approximately \$1,000, of which \$600 was from the Episcopal Board of Missions, \$275 from the city, and \$125 from tuition. All but a small part of this was expended for teachers' salaries.

Plant.—Estimated value, \$4,000. The plant consists of about 2 acres of land, a neat frame building, and fairly good classroom equipment.

Recommendation.—That the Episcopal board endeavor to secure increased cooperation with the city.

Date of visit: November, 1913.

YORK COUNTY—ROCK HILL.

ST. PAUL'S SCHOOL.

Principal: John S. Dawkins.

An elementary day school taught in the church, the principal being the local rector. It is owned and supported by the Protestant Episcopal Church. The 77 pupils in attendance were taught by the principal and a woman, both colored. The income of \$1,050 was derived from the church, tuition, and an appropriation from the public authorities.

Recommendation.—In view of the other private schools in Rock Hill there seems to be no need for this school.¹

Date of visit: November, 1915.

OTHER EPISCOPAL SCHOOLS.

The existence of the following schools was verified by correspondence:

County.	Town.	School.
Charleston.	Waccamaw.	Faith Memorial.
Dorchester.	Summerville.	Epiphany Mission.
Richland.	Eastover.	St. Thomas.

PRESBYTERIAN SCHOOLS.

The Presbyterian Board of Missions for Freedmen reports 48 schools in South Carolina. Of these five were considered important enough to discuss in the county summaries. Of the remaining 43, 13 were visited and are discussed below. The 29 not visited are listed at the end of this section. They are considered as little more than Sunday schools by the Board of Missions and are usually taught in the church by the local pastor. The term is five or six months. Eight of these are either maintained in cooperation with the public school or are located in communities where they are needed to supplement inadequate public-school facilities. Effort should be made to have the county provide adequate elementary school facilities.

It is apparent that it is practically impossible to give adequate supervision to such a large number of small schools. With the need for a stronger agricultural school at Irmo and for better equipment at the other four larger schools in the State, the Presbyterian work would be strengthened if the money now spent on the 43 small schools were concentrated on the stronger institutions.

ANDERSON COUNTY—ANDERSON.

SALEM PAROCHIAL SCHOOL.

Principal: A. U. Frierson.

An elementary day school with a few pupils in the ninth and tenth grades. It is owned by the Board of Missions for Freedmen of the Presbyterian Church. The school term is seven months.

Attendance.—Total, 200; practically all in the elementary grades. The reported enrollment for the year was 310.

Teachers.—Total, 6; all colored; male 1, female 5.

Financial, 1912-13.—As far as could be determined, the income was \$1,200, of which \$404 was from the Presbyterian Board, \$300 from sale of cotton, and \$496 in tuition and donations. Of the \$1,200 received, about \$1,000 was expended for salaries and \$200 for incidentals.

Plant.—Estimated value, \$12,000. The plant consists of a large city lot, a two-story frame building, and a small amount of equipment for classrooms. The school also owns 63 acres of farm land, which is cultivated for profit.

Recommendation.—There is present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: November, 1913. Facts verified, 1915.

¹ See p. 513.

BARNWELL COUNTY—ALLENDALE.

HARLEAN ACADEMY.

Principal: O. Reid.

A well-managed parochial school of elementary grade with a few pupils in secondary subjects. It is owned and supported by the Board of Missions for Freedmen of the Presbyterian Church. There were 97 pupils and 4 colored teachers. The course covers the eight elementary grades and one additional year in which a few secondary subjects are offered. The income amounts to approximately \$900, all of which was from the Presbyterian Board and from tuition. The plant, estimated value \$4,900, consists of a town lot, a neat one-story frame building, and equipment valued at \$150.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: December, 1913. Facts verified, 1915.

BARNWELL COUNTY—BLACKVILLE.

EMERSON INDUSTRIAL INSTITUTE.

Principal: J. M. Miller.

An elementary day school of seven grades with a seven months' school term. It was founded in 1900 and is owned and supported by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 90; the reported enrollment was 190. There is no industrial work.

Teachers.—Total, 4; all colored; male 1, female 3.

Financial, 1912-13.—No systematic accounts are kept. As far as could be determined the income amounted to \$920, of which \$780 was from the Presbyterian Board and \$140 from tuition and fees. Of the income, \$780 was used for salaries.

Plant.—Estimated value, \$6,700. The plant consists of 104 acres of land, two old frame buildings, and meager equipments. One of the buildings is used as a dormitory for the pupils and a home for the principal and teachers; the other for classrooms.

Recommendations.—1. That the Presbyterian board endeavor to combine this school with the public-school system.

2. That the building be improved.

3. That simple industrial work and gardening be done.¹

Date of visit: December, 1913. Facts verified, 1915.

CHESTERFIELD COUNTY—CHESTERFIELD.

CHESTERFIELD PAROCHIAL SCHOOL.

Principal: R. E. F. Foster.

A small four-grade, two-teacher school with a six months' session. The 85 pupils are taught by the pastor and his wife in a small building adjoining the church. The income of \$150 is derived from the Presbyterian Board and tuition. The property is valued at about \$700.

Recommendation.—That this school be merged with the public-school system.

Date of visit: November, 1913. Facts verified, 1915.

FAIRFIELD COUNTY—RIDGEWAY.

LEBANON PAROCHIAL.

Principal: Mrs. J. M. McKay.

An elementary school with a six months' term and a very irregular attendance. It is owned and operated by the Presbyterian Board of Missions. The attendance was 45; the reported enrollment for the year was 205. There were two teachers, both colored women. All the school work was done in one room. The income of \$276 was derived from the Presbyterian Board and tuition. The plant, estimated value, \$450, consists of a small one-room house. It was roughly built and poorly kept.

Recommendation.—That the Presbyterian board endeavor to merge this school with the public-school system or with the other Presbyterian school located in Fairfield County.

Date of visit: November, 1913. Facts verified, 1915.

¹ See recommendations in summary chapter, p. 22.

FAIRFIELD COUNTY—WINNSBORO.

NAZARETH PAROCHIAL.

Principal: H. R. Harry.

A small ungraded school taught in a church. It is controlled by the Presbyterian Board of Missions for Freedmen. The attendance was 42, the reported enrollment for the year 105. No financial records were kept. The \$225 paid in salaries to pastor and his wife was from the Presbyterian Board and from tuition.

Recommendation.—That this school be merged with the public-school system or with the other Presbyterian School located in Fairfield County.

Date of visit: November, 1914. Facts verified, 1915.

GREENVILLE COUNTY—GREENVILLE.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: A. P. Allison.

A small poorly-taught elementary school with an attendance of 35 pupils, divided among eight grades. The reported enrollment for the year was 74. There are three teachers, two of whom are women. The principal is the local pastor. The session is eight months. The income for 1913-14 was \$500, of which \$300 was contributed by the Presbyterian Board and \$200 was from tuition. Practically all the money received is used for salaries. The school is taught in the basement of a church.

Recommendation.—The funds of this school might better be given to one of the larger Presbyterian schools of the State.¹

Date of visit: November, 1913. Facts verified, 1915.

LAURENS COUNTY—LAURENS.

PRESBYTERIAN PAROCHIAL SCHOOL.

Teacher: H. Y. Kennedy.

An elementary school with a six months' term, taught by the local pastor. It is owned by the Board of Missions for Freedmen of the Presbyterian Church. There were 10 pupils, all in the lower elementary grades. The income amounted to approximately \$100, of which \$30 was from the Presbyterian Board and the remainder from tuition and other sources. The lot and the small frame building are worth approximately \$300.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: November, 1913. Facts verified, 1915.

NEWBERRY COUNTY—NEWBERRY.

PRESBYTERIAN PAROCHIAL SCHOOL.

Teacher: Miss Myrtle H. Ward.

A one-teacher school with an enrollment of 40 pupils, none above the fourth grade. The term is six months. The teacher's salary, amounting to \$90, is paid by the Presbyterian Board of Missions for Freedmen. The school is taught in the home of the colored minister.

Date of visit: November, 1913. Facts verified, 1915.

OCONEE COUNTY—SENECA.

NORREL COLLEGE.²

President: J. S. Williams.

A privately owned elementary school doing poor work. It is owned and controlled by the principal. The three trustees have no authority in the school management. The Presbyterian Board of Missions for Freedmen pays the salaries of teachers, amounting to \$540. The remaining income is from board, tuition, and the school farm. The 49 pupils in attendance were all of elementary grade except five

¹ See p. 518.

² Called "Norrel College" by the president and "Schofield Parochial" by the Presbyterian Board.

"college" pupils, who were taking a few secondary subjects. The teachers are the principal, his wife, and one assistant. The plant consists of a cottage, a two-story frame building, and 40 acres of farm land; estimated value, \$4,000.

Recommendation.—In view of the superiority of the other private school and of the public school in Seneca, the funds used for this school would be better spent on one of the larger Presbyterian schools of the State.

Date of visit: December, 1914. Facts verified, 1915.

UNION COUNTY—CARLISLE.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: M. T. Wash.

An elementary school with an enrollment of 50 pupils in seven grades, taught by the Presbyterian preacher and his wife. The attendance increases somewhat in the winter months. School is held in a one-room house owned by Union County. The income for 1913-14 was \$225, of which \$150 was from the county, \$30 from the Presbyterian Board, and \$45 from tuition and donations. The schoolrooms have only rough benches and the building is poorly kept.

Recommendation.—That the Presbyterian board endeavor to secure increased cooperation with the public-school authorities.

Date of visit: November, 1913. Facts verified, 1915.

YORK COUNTY—MCCONNELLSVILLE.

BETHLEHEM PAROCHIAL SCHOOL.

Principal: Mrs. M. M. Jones.

A small elementary school with 2 teachers and 80 pupils. It is taught in the Presbyterian Church, the school building having recently burned. The income of \$250 is derived from the Presbyterian Board and the county. The plant, estimated value \$500, consists of about 4 acres of land. Some money was in hand for erecting a building.

Recommendation.—That the Presbyterian board endeavor to have the public authorities assume the full support and control of the school and transfer the present support to one of the larger schools.

Date of visit: November, 1913. Facts verified, 1915.

YORK COUNTY—ROCK HILL.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: N. J. Gregg.

A one-teacher day school with 60 pupils. It is practically ungraded and very disorderly. The support, amounting to \$470, is from the Presbyterian Board of Missions for Freedmen and from the county. The school is taught in a one-room, unceiled building. The seats are rough benches. The plant is valued at \$800.

Recommendation.—That in view of the other private-school facilities in Rock Hill and the present condition of this school, the effort to continue the work is not justified.

Date of visit: November, 1913. Facts verified, 1915.

OTHER PRESBYTERIAN SCHOOLS.

The following schools were also reported, but evidence indicates that they hardly justify consideration in this report. In some instances where visits were made it was found that school was not in session. These schools are transitory in nature and frequently move when the pastor goes to another church.

County.	Town.	County.	Town.
Abbeville.	Calhoun Falls.	Darlington.	Darlington.
Beaufort.	Beaufort.	Jasper.	Hardeeville.
Calhoun.	Lone Star.	Kershaw.	Liberty Hill.
Charleston.	Charleston.	Kershaw.	Camden.
Charleston.	Edisto Island.	Laurens.	Mountville.
Charleston.	Johns Island.	Lee.	Bishopville.
Charleston.	Ravenels.	Lee.	St. Charles.
Charleston.	Wadmalaw Island.	Lexington.	Irmo.
Cherokee.	Gaffney.	Saluda.	Ridge Springs.
Cherokee.	Blacksburg.	Spartanburg.	Campo Bello.
Chester.	Blackstock.	Sumter.	Melina.
Clarendon.	Alcolu.	Sumter.	New Haven.
Clarendon.	Manning.	Sumter.	Dalzell.
Colleton.	Nyles.	York.	Yorkville.
Colleton.	Walterboro.		

SCHOOLS OF MISCELLANEOUS DENOMINATIONS.

In addition to the denominational schools described in the foregoing summaries, there are three small denominational schools in South Carolina. They are conducted by the "Afro-American Presbyterian Church," the Reformed Episcopal Church, and the African Methodist Episcopal Church. All are small schools with uncertain support.

ABBEVILLE COUNTY—ABBEVILLE.

FERGUSON AND WILLIAMS NORMAL AND POLYTECHNIC COLLEGE.

Principal: E. W. Williams.

A small elementary school maintained as a private enterprise. It was started after the principal left the Presbyterian Church and founded the "Afro-American Presbyterian Church," which has a local following. The 25 pupils in attendance are taught by the principal's wife and a pupil teacher. The principal spends most of his time soliciting funds. No accurate account of receipts and expenditures was available. The income of about \$1,500 was derived from tuition and donations. The plant, estimated value \$7,000, consists of an old building in Abbeville in bad repair and 40 acres of land just outside of town.

Recommendation.—This school should not expect other than local support.

Date of visit: November, 1914. Facts verified, 1915.

CHARLESTON COUNTY—CHARLESTON.

BISHOP CUMMINS' TRAINING SCHOOL FOR MINISTERS.

Principal: A. L. Pengelley.¹

An elementary parochial school controlled and maintained by the Reformed Episcopal denomination. Rev. A. L. Pengelley, a white officer of the church, is the principal of the school, while the teaching is done by the pastor of the colored church and a woman assistant. There were 95 pupils in the eighth grade. The income for 1913-14 amounted to approximately \$300, of which \$200 was from tuition and the balance from the church. Practically all of this was used for teacher's salaries. The plant, estimated value \$2,000, consists of a city lot, a three-room frame building and a little classroom furniture. There is no industrial equipment.

¹ White.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

Date of visit: December, 1913. Facts verified, 1915.

MARION COUNTY—MARION.

FLEGLER HIGH SCHOOL.

Principal: Robert Hooper.

A school with 12 pupils and one teacher. There are no pupils above the fourth grade. School is held in a small poorly constructed frame building of two rooms, worth about \$500. The income, amounting to about \$200, was from tuition and donations. The building is owned by the African Methodist Episcopal Church.

Recommendation.—In view of the proximity of the school to a good public school, the effort to continue the work is not justified.

Date of visit, December, 1913.

INDEPENDENT SCHOOLS.

Besides the school described in the county summaries, there are seven independent educational institutions for Negroes in South Carolina. They include six private schools and a semipublic institution. The private schools were founded to supplement inadequate public-school facilities. As they are dependent for support on individual initiative, and their supervision is limited, they are doubtful enterprises for outside philanthropy. Where there appears to be a real need for these schools, effort should be made to merge them with the public-school system. In no case should they endeavor to extend their activities beyond the immediate needs of the community. Donations should be made through the public authorities or through some agency acquainted with the educational needs of the community. Effort should be made to have the public authorities take over the semipublic school at Cowpens.

BEAUFORT COUNTY—PORT ROYAL.

OLD FORT PLANTATION SCHOOL.

Principal: Miss Emma L. Pease.¹

A small private school taught by the principal. The school program is a strange combination of studies impossible for one person to teach. About 50 pupils are enrolled. The plant, valued at \$500, is owned by the heirs of Elizabeth Hyde Botume, one of the noble women who went South soon after the close of the Civil War to teach the freedmen. The little frame schoolhouse is reported to belong to some of the local colored people. Approximately \$300 is collected annually in tuitions and donations.

Recommendation.—As the work attempted is unsuited to the community, the county should take over the property and reorganize the school.

Date of visit: January, 1914.

CHARLESTON COUNTY—CHARLESTON.

CHARLESTON NORMAL AND INDUSTRIAL SCHOOL.

President: J. L. Dart.²

A poorly managed elementary school with an attendance of less than 15 pupils. It is owned by the president and his wife. The original intention was to develop an industrial school, but the public industrial school supplied this need and the attendance of the private school decreased. The school has no income except tuition and donations amounting to about \$500. The plant, estimated value \$9,000, consists of a large frame building on a city lot of about one-fourth acre. Only a small part of

¹ White.

² Since deceased.

the building is used for school purposes. A printing press has been installed and a newspaper is published as a private enterprise.

Recommendation.—In view of the conditions and management of this school it can not be recommended as worthy of aid.

Date of visit: December, 1913.

DARLINGTON COUNTY—LAMAR.

LAMAR NORMAL AND INDUSTRIAL SCHOOL.

Principal: J. R. F. Connelly.

A small elementary school in a rural community. The management is very doubtful and the work of low grade. It was founded in 1911 by the principal and other residents of Lamar.

Attendance.—Total, 46; all in lower elementary grades. The school circulars claim an enrollment of 207, but only 80 names were found to be recorded on the day the school was visited. A few pupils board at the school.

Teachers.—Total, 3; all colored; male 1, female 2. One of the teachers is the principal's wife. Two part-time teachers were also reported. On the day of visit only the principal was teaching.

Financial, 1913-14.—No financial records are kept except the memoranda of the principal. From these it appears that the income amounted to approximately \$3,000, of which about \$1,500 was from donations, \$140 from the county, and \$1,360 from students for board and tuition. The entire income was expended for salaries of teachers, financial agents, and for running expenses. It appears that much less than half of the money collected by the four financial agents is used by the school.¹

The plant, estimated value \$2,000, consists of about two acres of land, a poorly constructed frame building, and equipment valued at \$400. The building is dirty and in bad repair. A piano constitutes the chief equipment. Most of the teaching is done in a church near the school.

Recommendation.—That all donations be withheld and effort made to have the public authorities supply at least elementary school facilities for the community.

Date of visit: March, 1915.

JASPER COUNTY—RIDGELAND.

RIDGELAND NORMAL AND INDUSTRIAL INSTITUTE.

President: E. M. Glover.

A low-grade elementary school owned and taught by the principal. The 67 pupils in attendance were practically ungraded; the most advanced were hardly above the sixth grade in preparation. Three pupils boarded at the school. The income amounted to approximately \$490, of which \$340 was from donations and \$150 from tuition. About \$450 additional was collected and expended in the boarding department. The plant, estimated value \$4,400, consists of 5 acres of land in the village of Ridgeland, two rough frame buildings, several smaller structures, and live stock and equipment valued at \$400. The buildings were poorly kept and in bad repair.

Recommendation.—In view of the private ownership and present condition of this school, it can not be recommended as worthy of aid.

Date of visit: December, 1913.

LAURENS COUNTY—LAURENS.

JERSEY GRADED SCHOOL.

Principal: Mrs. L. J. Maxwell.

An elementary school enrolling 42 pupils, with two teachers. It is owned by an independent board of trustees. The income amounted to approximately \$350, of which \$250 was from tuition and

¹ It is claimed in a circular of the school that the treasurer, a local white man, is vice president of the Lamar bank. Inquiry at the bank revealed that this man is not connected with the bank in any capacity. Another agent has in the past solicited money for fraudulent institutions. Still another agent who lives in New Jersey has made no report to the school for two years, though it is known that he has been soliciting money for the school during this period.

\$100 from donations from the colored people of the community. The plant, estimated value \$500, consists of an acre of land, a two-room frame building, and equipment valued at \$50.

Recommendation.—There is present need for this school, but with the development of the public schools it should become a part of the public-school system or be combined with one of the larger institutions.

Date of visit: November, 1913.

SPARTANBURG COUNTY—COWPENS.

PROVIDENCE NORMAL AND INDUSTRIAL INSTITUTE.

Principal: David H. Kearsce.

An elementary school with 18 pupils and 3 teachers. It is owned by the principal. The teachers were doing good work and were well trained. The income amounted to approximately \$600, of which \$300 was from the city, \$200 from donations, and about \$100 from tuition. Practically all of the income was used for salaries. The plant, estimated value \$4,500, consists of 20 acres of land, a six-room frame building, and a neat cottage used for domestic science classes and principal's home. About 15 acres of the land is under cultivation.

Recommendation.—That the private and public schools be combined and adequately supported by public funds.

Date of visit: November, 1913.

SUMTER COUNTY—MAYESVILLE.

LOWRY INSTITUTE.

Principal: M. C. Boley.

A poorly managed elementary day school whose principal and a woman assistant spend a large part of their time soliciting funds in the North. On the day of visit the principal's wife and one teacher were at the school, and 29 little children were loitering about with practically no evidence of school work. The county appropriates \$50 to the school, but no further statement of income or expenditure could be obtained. The funds are controlled entirely by the principal. The plant, estimated value \$3,000, consists of 2 acres of land, a dilapidated frame building with three or four classrooms, a one-room house, and meager equipment. The school is located within a quarter of a mile of a good school, the Mayesville Institute, which could easily provide for all the children in the community.

Recommendation.—In view of the condition and management of this school, it can not be recommended as worthy of aid.

Date of visit: December, 1915.

SPECIAL INSTITUTIONS.

The Jenkins Orphanage in Charleston is the only institution in the State which provides for dependent colored children. Two other institutions purport to do work for orphans, but their worth is extremely doubtful.

CALHOUN COUNTY—FORT MOTTE.

THE ORPHAN AND INDUSTRIAL SCHOOL.

Solicitor: S. B. Birchmore.

Inquiry of State and county school officials indicates that no such institution is in existence. The solicitor whose name appears above was, however, in the North appealing for funds in 1916.

CHARLESTON COUNTY—CHARLESTON.

JENKINS ORPHANAGE.

GREENWOOD INDUSTRIAL FARM AND REFORMATORY.

President: D. J. Jenkins.

A loosely organized institution providing for orphans, boarding pupils, day pupils, and juvenile offenders. Day pupils constitute two-thirds of the enrollment. The equipment is crude, but the institution is doing a needed work as an orphanage. Some of the orphans and delinquents committed by the juvenile court are cared for in the Greenwood Industrial Reformatory, which is under the same management but located at Ladson, S. C., 17 miles from Charleston.

The orphanage was founded in 1891 by the president and has been maintained principally through his energy in soliciting funds. The Orphans' Aid Society elects the directors and holds title to the property. An annual appropriation is made by the city of Charleston.

Attendance.—Total, 360; orphans 108, day students 252. All the school work was of elementary grade.

Teachers and workers.—Total, 20; all colored; male 6, female 14; executive and office 6, matrons and academic teachers 7, music teachers 3, workers at Ladson farm 4. Several other workers were reported as connected with the publication of the "Charleston Messenger."

Organisation.—The institution receives children (1) as regular pupils in the day school; (2) as orphans; (3) as juvenile offenders committed by the court; and (4) as boarders. The orphans and day pupils are cared for in the Charleston plant. The juvenile delinquents and the few boarders are sent to the farm at Ladson.

Financial, 1912-13.—The accounts are carefully kept, but the system is inadequate. The more important items for the year were:

Income, excluding noneducational receipts.	\$14,710
Expenditures, less noneducational receipts.	16,152
Indebtedness.	3,000
Value of plant.	56,500

Sources of income: Donations from Northern friends, \$6,114; receipts from concerts, \$5,042; city of Charleston, \$1,000; rents, \$792; payments on bills due school, \$686; net proceeds on newspaper, \$661; sale of lot, \$400; interest on deposits, \$21. There was a balance from the previous year of \$2,362. The noneducational receipts were from the farm and amounted to \$1,046.

Items of expenditure: Repairs and improvements, \$4,568; house expenses, including groceries and supplies, \$3,980; salary and wages, \$3,538; farm and reformatory expenses, \$1,950; payment on debt, \$1,135; railroad fares, \$703; band expenses, \$391; fire and life insurance, \$346; printing, \$234; interest, \$152; other expenses, \$201.

Indebtedness: The indebtedness of \$3,000 is secured by a mortgage on a part of the school property.

School property: The property consists of \$36,500 in the orphanage and reformatory plants and \$20,000 in land and buildings rented out.

Plant.—Land: Estimated value, \$15,000. The land in Charleston used by the orphanage comprises about one-half of a block, while that of the reformatory at Ladson comprises 230 acres. A large part of the reformatory land is under cultivation.

Buildings: Estimated value, \$15,000. Of the six buildings two are in Charleston. One of these is a large three-story brick structure, "one of the landmarks of this old historic city." The other building is a two-story brick structure. The buildings at the reformatory are small.

Movable equipment: Estimated value, \$6,500. Of this \$5,000 is in furniture, books, and school equipment, and \$15,000 in farm implements and live stock.

Recommendations.—1. That the trustees provide for the reorganization of the work to accord with sound principles of education and institutional management.

2. That the local day pupils be sent to the public schools of Charleston and the boarding pupils to other boarding schools so that this institution may be devoted wholly to the care of orphans and delinquents.

Date of visit: December, 1913.

MARLBORO COUNTY—BENNETTSVILLE.

UNITED STATES RESCUE AND INDUSTRIAL HOME.

Founder: William Ratliff.

From 1911 to 1914 the philanthropy of North and South was solicited for this institution. The money paid on the property during this time was not enough to secure title, and there never were over 25 orphans in attendance. In 1914 the local white people refused to indorse the founder any longer and he left Bennettsville. With the aid of local colored people a woman left in charge has continued to care for the six orphans remaining in the institution. As late as May, 1915, the founder was still soliciting funds, though he was no longer connected with the institution.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Dates of visits: November, 1913; December, 1914.

XVII. TENNESSEE.

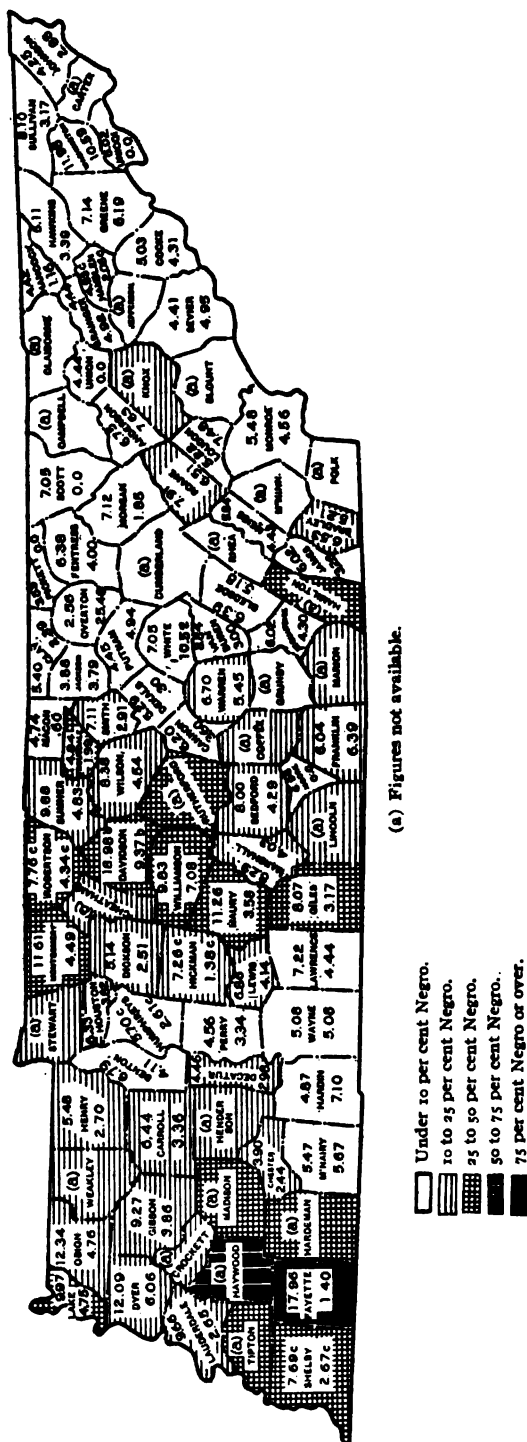
SCHOOL FACILITIES IN THE STATE.

There are 473,088 colored people in Tennessee, forming 21.7 per cent of the total population. They constitute 23.4 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 13 per cent between 1900 and 1910. As farmers, renting and owning land, they have charge of 1,605,694 acres; as farm laborers, they undoubtedly cultivate a much larger area. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 27.3 per cent of the colored people 10 years of age and over and 15.4 per cent of the children 10 to 14 years of age, and the death rate is very high. Such a degree of illiteracy and ill health is certain evidence of extensive waste of economic resources and human energy. In view of these facts it is important to note the following summary of the public-school facilities and educational needs of Tennessee as they are shown in the reports of the United States census and the State superintendent of education.

	White.	Negro.
Population, 1910.....	1, 711, 432	473, 088
Children 6 to 14 years of age in State, 1910.....	357, 723	97, 927
Children 6 to 14 years of age, 1910 (71 counties) ¹	234, 414	61, 819
Teachers' salaries in public schools, 1913-14 (71 counties).....	\$1, 938, 487	\$298, 772
Teachers' salaries per child, 6 to 14.....	\$8. 27	\$4. 83
Percentage illiterate, 1910.....	9. 7	27. 3
Percentage living in rural communities, 1910.....	83. 0	68. 2

Public appropriations.—Effort was made through the State department of education and through correspondence directly with county superintendents to obtain the teachers' salaries by race. Only about three-fourths of the counties, however, reported. In some instances the salary figures obtained by correspondence do not agree with those published in the report of the State superintendent. The figures are given, however, as an approximate indication of relative interest in colored schools. The inequalities between the appropriations for white and for colored schools are probably not as great in Tennessee as in States where the Negro population constitutes a larger percentage of the total. According to the reports received from 71 counties, the public-school teachers received \$2,237,259 in salaries in 1913-14. Of this sum \$1,938,487 was for the teachers of 234,414 white children and \$298,772 for the teachers of 61,819 colored children. On a per capita basis this is \$8.27 for each white child of school age and \$4.83 for each colored child. Map 25 presents these per capita figures for the 71 counties in Tennessee for which figures could be obtained, the proportion of Negroes being indicated by the shading. The inequalities are greatest in counties with the largest proportion of Negroes. The per capita sums for white children decrease and those for colored children increase as the

¹ Figures for other counties not available.



(a) Figures not available.

MAP 25.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN TENNESSEE ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

proportion of Negroes becomes smaller. The extent of this variation appears in the following table, which shows the per capita expenditures for county groups based on the percentage of Negro population in the 71 counties reporting:

County groups, percentage of Negroes in the population.	White school population.	Negro school population.	Per capita white.	Per capita Negro.
Counties under 10 per cent.	112,672	5,803	\$5.91	\$7.27
Counties 10 to 25 per cent.	74,337	17,893	7.69	4.04
Counties 25 to 50 per cent.	45,935	32,334	14.70	5.45
Counties 50 to 75 per cent.				
Counties 75 per cent and over.	1,470	5,789	17.97	1.40

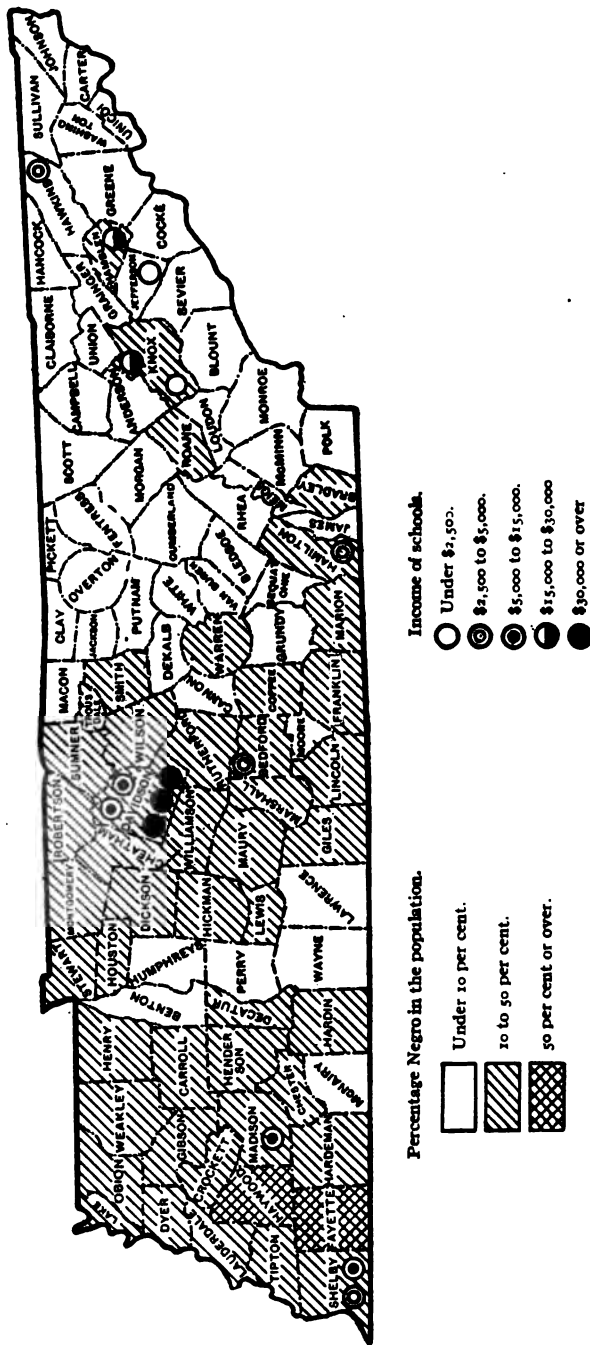
In addition to the amounts appropriated for public schools, the State appropriated for white pupils \$246,189 to maintain one institution of higher learning and three normal schools and to aid public high schools; and \$24,189 to maintain the State Agricultural and Industrial Normal School for Negroes, which receives the Federal funds for agricultural and mechanical education.

Private financial aid.—The private schools have a property valuation of \$1,630,308, an annual income of \$220,934, and an attendance of 4,043 pupils, of whom 2,381 are in elementary grades. It is important to note the concentration of private-school facilities in Nashville, as indicated by the fact that the private schools of the city have property valued at \$862,388, an income of \$108,172, and an attendance of 1,201 pupils. With the addition of the State school the total property valuations of private and higher schools in Nashville aggregate \$1,056,303 and the the annual income, \$147,991. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. In Tennessee, however, the total per capita expenditures for both public and private schools for Negroes fall short of the per capita expenditures for teachers' salaries in white public schools, and the income of the 15 large private white schools, as reported to the Bureau of Education, was \$579,471 as against \$220,934, the income of all colored private schools.

A summary of the income and property of the private and higher colored schools, grouped according to ownership is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.	31	\$220,934	\$1,630,308
Independent.	3	103,305	733,058
Denominational.	28	117,629	897,250
State and Federal.	1	39,819	193,915

According to this table the annual income and property value of the denominational schools are much higher than those of the independent schools. The annual income of the colored schools owned by denominations whose membership is white or largely so aggregates \$102,792, as against \$14,837 for those of the colored denominations. The property owned by the white denominations is valued at \$749,350 and that owned by the colored at \$147,900. Some of the schools owned by white denominations receive considerable sums of money from their colored members. The statistics of private schools are in striking contrast with the statistics of the State and Federal groups, with an income of \$39,819 and property valuation of \$193,915. In addition to the private aid reported in



MAP 26.—PRIVATE SCHOOLS FOR NEGROES IN TENNESSEE.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

the table, about \$9,596 was appropriated for general supervision and special phases of education by the General Education Board, Jeanes and Slater Funds and the Rosenwald Rural School Fund.

While the total number of private schools is 31, only 15 may be said to play any important part in the educational activities of the State. Some of the remaining 16 may be justified on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The schools of the first group are described under their respective counties and their location shown on Map 26. The schools of the second group are summarized according to ownership and discussed at the end of this chapter. The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

Ownership.	Number of schools.	Total attendance.	Elementary.	Secondary.
Total private schools.....	31 ¹	4,043	2,381	929
Independent.....	3	1,061	112	256
Denominational.....	28	2,982	2,269	673
State and Federal.....	1	300	119	181

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that less than one-fourth of their pupils are of secondary grade and only 733 are in college and professional classes.

Attendance.—The United States census reported 97,927 colored children 6 to 14 years of age, of whom 58,895 were attending school. A study of the figures for the public and private schools shows that while a majority of the elementary colored pupils are in the public schools, about half of the secondary and all of the college pupils are in private schools. The large majority of white secondary pupils are in public schools, while the college students are about equally divided between public and private institutions.

Elementary.—The inadequacy of the elementary-school system for colored children is indicated by the fact that the total attendance upon both public and private schools is less than 61 per cent of the children between the ages of 6 and 14 years. The average term of the public school is 5.7 months, and many of the teachers are poorly prepared. The 2,381 pupils in the private schools are fairly well taught, but their number is only a small part of the 58,895 children attending schools and a still smaller fraction of the 97,927 children of elementary-school age.

Secondary.—Public high schools are maintained in the cities and several of the smaller towns of Tennessee. The majority of these have three-year courses. Large secondary enrollments are reported at Nashville, Memphis, Knoxville, Jackson, Chattanooga, and Johnson City. Other high schools with more limited secondary work are reported at Hyde Park, a suburb of Chattanooga, Cleveland, McMinnville, Clarksville, Columbia, Covington, Morristown, and Brownsville.

Of the 1,764 secondary colored pupils in Tennessee, 929 are in 13 private schools. Four-year courses are maintained in 11 of these private schools, with an enrollment of

¹ Includes 188 college students at Fisk University, 30 at Knoxville College, 10 at Lane College, and 305 professional students at Meharry Medical College.

² Includes 305 professional students at Meharry Medical College.

859 pupils. The secondary work of the other two schools is very limited. The courses of study of most of these schools follow closely the college preparatory or classical type. Some of them still require Greek, and practically all make Latin the central subject.

College.—College instruction is provided for 228 students in private schools and for 505 professional students at Meharry Medical College. Only Fisk University and Knoxville College have facilities to give college instruction. Ten college pupils are enrolled in Lane College. In view of the fact that 188 of the college pupils are in Fisk University, the effort to maintain college classes in the other two private schools of Nashville is wasteful. The professional training given in Meharry Medical College is valuable.

Teacher training.—The most urgent need of the colored schools in Tennessee is trained teachers. The supply now depends largely on the private secondary schools and the State school. Only four of the private schools, however, give fairly good courses in teacher training. Four others include one or two teacher-training subjects in their course. To supplement these facilities an effort has been made to develop county training schools. Through the cooperation of the Slater Fund and the General Education Board with the State department of education three of these schools are now maintained. As yet, however, their work is almost entirely of elementary grade. They are county centers at which some secondary and industrial training may be supplied to those who plan to teach in the rural schools. The pupils in the graduating classes of all of the schools offering teacher training number about 200, an annual output obviously inadequate to meet the needs of a State with 473,000 Negroes and 1,900 teachers in colored public schools.

Industrial.—The industrial courses in the colored schools of Tennessee are meager. The State Agricultural and Industrial Normal School has not yet developed its industrial department so that its pupils may learn trades. Eight schools offer one or two satisfactory industrial courses. Ten others are making unsatisfactory attempts to give industrial training. Several of the public high schools have satisfactory courses in manual training.

Agricultural.—Three schools in the State offer some agricultural instruction. The agricultural work of the State school is now being organized on an effective basis. Knoxville College has a large farm and considerable equipment, but the classroom instruction in the subject is insufficient. Fisk University offers some instruction in theoretical agriculture. Morristown College has recently purchased a large farm and introduced courses in gardening. Some of the public high schools have courses in gardening.

Supervision.—Through the cooperation of the State department of education and the General Education Board, a white supervisor travels over the State observing educational conditions and encouraging efforts for improvement. The more important agencies with which he cooperates are the Jeanes and Slater Funds and the Rosenwald Rural School Building Fund. In the summer of 1915 a summer school was held at the State Agricultural and Industrial Normal School. Five counties in the State have Jeanes Fund supervisors traveling among the rural schools introducing industrial training and extending the influence of the school into the community. In 1915 the Jeanes Fund

appropriated about \$1,328, the counties gave \$653, and the supervisors raised about \$970 by appeals to the people. With the financial help of the General Education Board these supervisors and other agents have organized home makers' clubs in several counties. These clubs enroll colored women and girls and stimulate interest in canning fruits and vegetables and in caring for the home. In the campaign for building better rural schoolhouses for colored children the Rosenwald School Fund expended \$900. This amount was supplemented by about \$1,590 from the State and the colored people.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary-school system. The only agencies able to meet this need are the State, the county, and the local public-school districts.
2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be provided, more summer schools and teachers' institutes should be maintained, and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards.
3. More provision for instruction in gardening, household arts, and simple industries. In developing this work counties should realize the possibilities of the Jeanes Fund industrial supervisors.
4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 80 per cent rural.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

BEDFORD COUNTY.

	White.	Negro.
Population, 1910.....	17, 181	5, 486
Children 6 to 14 years of age.....	3, 321	1, 138
Teachers' salaries in public schools, 1912.....	(1)	(1)
Teachers' salaries per child 6 to 14 in county.....	(1)	(1)
Percentage illiterate, 1910.....	5	25.9

The rural population is 77.3 per cent of the total. The number of teachers is 87 in white schools and 29 in colored schools. The average attendance is 2,270 white pupils and 686 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The Turner Normal School should be developed as a central institution where pupils from the surrounding counties may board and supplement the limited training received in the rural schools.

* Teachers' salaries could not be obtained by race.

SHELBYVILLE

TURNER NORMAL SCHOOL.

President: J. A. Jones.

A school of elementary and secondary grade doing good classroom work. It was founded in 1890 by the Tennessee Conference of the African Methodist Episcopal Church and is owned and controlled by a board of 72 trustees elected by the Conference.

Attendance.—Total, 101; elementary 78, secondary 23; male 45, female 56; boarders, 47.

Teachers and workers.—Total, 11; all colored; male 5, female 6; grades and academic 6, boys' industries 1, girls' industries 1, other workers 3.

Organization.—Elementary: The elementary work is done in the usual eight grades. Some student teachers are used in this department.

Secondary: The secondary work is done in the four-year "normal" course. The course includes: English, 2 years; Latin, 4; algebra, 4; geometry, 2; elementary science, 3; and history, 1. In addition pedagogy, botany, commercial subjects, and theological subjects are taken as electives by one or two pupils.

Industrial: A teacher of boys' industries conducts the repair work on the grounds. A teacher of girls' industries gives instruction in sewing.

Financial, 1914-15.—Fairly accurate accounts are kept at the school. The more important items for the year were:

Income, excluding noneducational receipts	\$4,737
Expenditures, less noneducational receipts	11,023
Indebtedness	7,375
Value of property	48,400

Sources of income: African Methodist Episcopal Church, \$4,000; donations, \$500; tuition and fees, \$237. The noneducational receipts were from the boarding department and amounted to \$1,477.

Items of expenditure: Salaries, \$3,959; material and supplies, \$2,370; equipment, \$540; student labor, \$405; interest, \$210; power, light, and water, \$86; repairs, \$41; advertising and soliciting, \$39; outside labor and other expenses, \$4,850. Much of the outside labor and general expense was reported in connection with work on a new building.

Indebtedness: Of the indebtedness \$5,450 was bills payable on interest, \$1,650 back salaries payable to teachers, and \$275 accounts payable for equipment and supplies.

School property: The property consists of \$45,700 in the plant and \$2,700 in endowment.

Plant.—Land: Estimated value, \$4,100. The school site comprises 20 acres just outside the corporate limits of the town, with 10 acres under cultivation. The campus of 5 acres is neat and well kept. There are excellent athletic fields for boys and girls.

Buildings: Estimated value, \$40,000. The main building is a new four-story brick structure, valued at \$30,000. It is used for administration purposes and girls' dormitory. A large frame building, value \$4,000, is used for boys' dormitory. There are three other small buildings and a barn. All the buildings are in good condition.

Movable equipment: Estimated value, \$1,600. Of this, \$800 was in furniture, \$500 in library books and fixtures, \$250 in farm implements and live stock, and \$50 in shop equipment.

- Recommendations.*—1. That more provision be made for teacher-training.
 2. That the theory and practice of gardening be made a part of the regular course.¹
 3. That a system of accounting be installed and an annual audit made by an accredited accountant.

Date of visit: February, 1916.

DAVIDSON COUNTY.

There are no private schools for colored people in Davidson County outside of the city of Nashville.

NASHVILLE.

	White.	Negro.
Population, 1910.....	73,831	36,523
Children 6 to 14 years of age, 1910.....	12,119	5,538
Teachers salaries in public schools 1912-13 ²	\$242,877	\$59,088
Teachers' salaries per child 6 to 14 in city.....	\$20.04	\$10.67
Percentage illiterate, 1910.....	1.9	22

There are 22 schools for white pupils and 12 for colored. The number of teachers is 249 in white schools and 95 in colored schools. The average attendance is 9,360 white pupils and 4,775 colored pupils.

These statistics indicate that the public-school facilities for colored people are fairly satisfactory. In addition to the elementary schools a three-year city high school is maintained. Notwithstanding this favorable condition, there are many local elementary and secondary pupils in the State Agricultural and Industrial Normal School and in the private schools. Effort should be made to have these pupils attend the public schools so that the larger institution may devote its facilities to teacher-training and agricultural and industrial courses for the State at large.

Of the three schools offering college courses in Nashville, Fisk University is the only one equipped for college work. Roger Williams University should organize its work so as to meet the needs of the secondary pupils from surrounding rural districts. The most hopeful solution of the difficulties of Walden College would seem to be to have it unite with the Morristown Normal School. Nashville is an excellent central location for Meharry Medical College.

NASHVILLE PUBLIC HIGH SCHOOL.

Principal: F. G. Smith.

A public high school offering three years of secondary work with industrial training.

Attendance.—Total, 196; all secondary; male 60, female 136.

Teachers.—Total, 6; all colored; male 4, female 2. The industrial teachers give part time to the high school and part time to other public schools.

Organization.—The secondary work includes: Latin, 3 years; mathematics, 3; history, 3; physics, chemistry, and physical geography. The industrial work consists of manual training for boys and domestic science for girls.

Plant.—No statement of the value of plant could be obtained. The plant consists of a large lot and a brick building.

Date of visit: February, 1916.

¹ See recommendations in summary chapter, p. 22.

² Does not include salaries of supervisors and industrial teachers.

FISK UNIVERSITY.

President: F. A. McKenzie.¹

An institution of college grade with a secondary department. Emphasis is placed on teacher training and physical and social sciences. The geographical location and progressive management are unusually favorable to the development of a strong central institution for college training and social service.

The institution was founded in 1865 by the American Missionary Association and the Western Freedmen's Aid Commission. It was incorporated in 1867 and is now owned by an independent board of trustees composed of white and colored men from the North and South. Money for some of the buildings was obtained by the concerts of the famous "Jubilee Singers," who made a world tour in 1871. The long presidency of Dr. E. M. Cravath from 1875 to 1900 was a notable period in the growth of the institution.

Attendance.—Total, 505; elementary 112, secondary 169, college 188, special 36; male 252; female 253; boarders, 253. Of the pupils above the practice school 85 were from Nashville, 154 from other places in Tennessee, and 266 from other States.

Teachers and workers.—Total, 45; white 31, colored 14; male 11, female 34; practice school 4, academic and college 19, music 7, matrons 4, domestic science 1, agriculture 1, executive 5, other workers 4.

Organization.—Elementary: Good elementary work is done in the eight grades of the practice school.

Secondary: Secondary work is done in the four-year "preparatory courses." All pupils take the same subjects during the first two years. The subjects are mathematics, Latin, English, science, history, singing, and manual training or home economics. In the last two years four groups of electives are offered—scientific, education, home economics, and classical. The first three groups, with 61 pupils, differ from one another only in the emphasis on the subjects indicated by the name of the course. The classical group, with 14 pupils, also contains many of the subjects of the other courses and requires Latin and Greek in addition.

College: The four college courses enroll pupils as follows: Scientific, 77; education, 25; home economics, 17; classical, 38. All the courses provide considerable time for the physical sciences, English, and social science. Each course makes liberal provision for the subjects indicated by the name of the course. A modern language is required in the scientific course and in education and is elective in home economics. The classical course requires Latin, Greek, and a modern language. Home economics is required in all freshmen college courses. There were two graduate students.

Special training for social service has been arranged. The work includes religious pedagogy, sociology, recreation, statistics, manual training, and domestic science. The field practice is carried on at the Bethlehem House and in the colored neighborhoods of Nashville.

Music department: The courses in vocal and instrumental music form an important part of the university. The seven teachers are well trained. The facilities both in instruments and books are probably the best of all the schools for colored people. The

¹ White.

courses offered include pianoforte, pipe organ, violin, and voice culture. Considerable emphasis is also given to the plantation melodies.

Industrial: Effective instruction is provided in home economics. The work is required in the preparatory classes and elective in the college. A limited amount of manual training is taught in the secondary classes. Theoretical agriculture is studied and some laboratory practice is offered.

Financial, 1913-14.—The financial management is well organized and the business administration economical. The books are carefully kept in accordance with an approved system and an annual report made to the trustees by the treasurer of the institution. The more important items for the year were:

Income, excluding noneducational receipts.....	\$54,305
Expenditures, less noneducational receipts.....	50,935
Value of property.....	531,688

Sources of income: Tuition and fees, \$14,408; general donations, \$14,178; American Missionary Association, \$8,500; endowment funds, \$4,699; Slater Fund, \$4,500; contributions to student aid fund, \$4,184; contributions for extension and repairs, \$2,000; Daniel Hand Fund, \$1,500; other sources, \$336. The noneducational receipts are not shown separately, but the net cost of the noneducational activities is shown under items of expenditure. Special funds raised during the year amounted to \$114,350, of which \$72,350 was for permanent endowment and \$42,000 was for the liquidation of the indebtedness of the school.

Items of expenditure: Departmental expenses, including arts and sciences, music, and training school, \$23,949; operation and maintenance of plant, \$7,384; administration expenses, \$5,218; net cost of dining room and laundry, \$3,171; net cost of dormitories, \$3,054; student aid, \$2,587; soliciting funds, \$1,524; library expenses, \$826; net cost of bookstore, \$179; miscellaneous and general expenses, \$3,043.

School property: The property consisted of \$370,265 in the school plant, \$150,973 in endowment funds, and \$10,450 in current assets, such as students' accounts receivable, cash on hand, prepaid insurance, and supplies on hand.

Plant.—Land: Estimated value, \$48,869. The school owns 35 acres of land which is used for campus. The campus is well kept and of unusual beauty.

Buildings: Estimated value, \$275,054. There are 11 buildings on the grounds. Jubilee Hall, used for boarding department and women's dormitory, is a large, four-story structure of stone and brick; Livingstone Hall, a four-story brick structure, is used for classrooms and boys' dormitory; Bennett Hall, a three-story brick building, is used for boys' dormitory; Chase Hall, a two-story brick building, is used by the department of science. The Carnegie Library is a substantial structure costing \$20,000; Fisk Memorial Chapel is a handsome church edifice; the president's home is a large two-story brick residence; the Daniel Hand Training School building is a two-story brick building used for the practice school; the gymnasium and workshop is a two-story brick structure. A neat cottage is used by the music department. In addition to these there are several teachers' cottages.

Movable equipment: Estimated value, \$46,342. Of this \$32,139 is in furniture, \$9,137 in library books and fixtures, \$4,266 in scientific apparatus, and \$800 in the college museum.

Recommendations.—1. That the institution be adequately financed so that it may strengthen its work as a central institution for college training and social service.

2. That increased provision be made for teacher training, manual training, and the theory and practice of gardening.¹

Dates of visits: February, 1914; February, 1915; November, 1915.

MEHARRY MEDICAL COLLEGE.

President: G. W. Hubbard.²

A medical school with departments of medicine, dentistry, pharmacy, and nurse training. It is one of the two institutions for the medical education of colored students and is rendering an important service. Hubbard Hospital, a well equipped institution, is maintained in connection with the school. The entrance requirements have been below the standards of the American Medical Association but plans are now under way to raise them.

The institution was founded in 1876 by Dean Hubbard through the gifts of the five Meharry brothers. Dean Hubbard has been the moving spirit of the institution from the beginning, and his 40 years of service constitute a noteworthy contribution to the cause of medical education. Until recently the school was nominally a part of Walden University (now Walden College), which is owned by the Freedmen's Aid Society of the Methodist Episcopal Church. In 1915, the Freedmen's Board made the institution independent and appointed a board of trustees, the majority of whom are members of the Methodist Church.

Attendance.—Total, 505; medical 291, dentistry 137, pharmacy 54, nurse training 23. A few of the students in each department are young women.

Teachers.—Total, 30; full time 8, part time 22; white 2, colored 28. There are 4 full time teachers in the medical department, 2 in dentistry, and 2 in pharmacy. A head nurse is also employed at the hospital.

Organization.—The courses are well planned, but more equipment is seriously needed. The anatomical laboratory is inadequate, but funds are available for this building.

Medical: The medical department requires for admission graduation from an approved high school and one year of college work in physics, chemistry, and biology. The regular course for the degree of M. D. covers a period of four years of 32 weeks each.

Dental: The dental department requires for admission graduation from an accredited high school. The degree of D. D. S. is granted upon the satisfactory completion of the course, which covers four years of 28 weeks each.

Pharmacy: The pharmacy department requires for admission two years of high-school work, including one year of Latin and physics. Three years of 28 weeks each are required for graduation from this course. Those who comply with the requirements receive the degree of pharmaceutical chemist (Ph. C.).

Nurse training: A good nurse-training course is provided at Hubbard Hospital. The requirement for admission is graduation from a four-year high school. The course covers three years of eight months each.

¹ See recommendations in summary chapter, p. 22.

² White

Financial, 1914-15.—The more important financial items for the year were:

Income	\$41,000
Expenditures.....	41,000
Value of property.....	170,370

Sources of income: Tuition and fees, \$29,000; general donations, \$5,000; interest on endowment, \$2,000; Freedmen's Aid Society, \$1,500; contributions from faculty, \$750; other sources, \$2,750.

Items of expenditure: Salaries, \$16,364; hospital expenses, \$7,615; equipment and furniture, \$5,067; repairs, \$3,676; labor, \$3,630; dental operator, \$1,571; power, light, and heat, \$1,014; laundry, \$783; other purposes, \$41,000.

Property: Of the property \$127,700 was in the plant and \$42,670 in endowment.

Plant.—Land: Estimated value, \$10,000. The land comprises about two city blocks.

Buildings: Estimated value, \$100,000. The main building, a three-story brick structure, contains recitation rooms, chemical laboratories, and dean's residence. Other buildings include: Hubbard Hospital, an excellent two-story brick structure; the dental and pharmaceutical hall, a three-story brick structure; Meharry auditorium, a two-story brick building, used for auditorium, laboratories, and examining room. In addition there are three frame buildings, two of which are used for dormitories and the other for the dissecting room.

Movable equipment: Estimated value, \$17,700. Of this, \$9,000 was in furniture, \$7,700 in scientific apparatus, and \$1,000 in library books.

Recommendations.—1. That the general administration be strengthened by the provision of additional help for the president.

2. That the institution carry out its plan for a more effective enforcement of entrance requirements. To this end it is suggested that the plan of other institutions be adopted and an outside examiner from Vanderbilt or Peabody Colleges be appointed to pass on the qualifications of entering students.

3. That more funds be obtained to purchase laboratory equipment.

ROGER WILLIAMS UNIVERSITY.

President: A. M. Townsend.

A school of secondary grade with an elementary department. A few ministers of meager education are studying theology. The extensive plant and elaborate organization are not justified by the number or preparation of the pupils. The business management is effective.

The school was founded in 1867 by the American Baptist Home Mission Society. After being closed for two years it was opened in 1908 by the Tennessee Missionary and Educational Convention. It is controlled by a board of 3 white and 12 colored trustees elected by that body. It receives aid from the American Baptist Home Mission Society.

Attendance.—Total, 107; elementary 27, secondary 80; male 61, female 46; boarders 79. Of those reporting home address, 20 were from Nashville, 43 from other places in Tennessee, and 35 from other States. The reported enrollment for the year was 123.

Teachers.—Total, 17; all colored; male 8, female 9; academic 12, theological 2, girls' industries 1, music 1, commercial 1. Four of the academic teachers also teach college subjects.

Organization.—Elementary: Fairly good instruction is given in the three upper elementary grades.

Secondary: Secondary work is divided into two regular courses, the "academic," enrolling 41 pupils, and the "normal," enrolling 25. The subjects in these courses are practically identical, but the time allotments differ slightly.

The academic course covers: Latin, 4 years; Greek, 2; English, 4; mathematics, 5; science, 1; history and civics, $1\frac{1}{4}$; Bible, 3; physiology, $\frac{1}{2}$. The normal course has one year less of foreign language, one year less of Bible, and an additional year of science, besides a small amount of teacher training and review work. Two pupils elect bookkeeping instead of psychology. The 6 pupils reporting college subjects were taking courses largely made up of foreign languages and science. The 9 theological students were all preachers over 30 years of age with very little previous training. The division of the small student body and teaching force among so many classes is wasteful.

Industrial: Limited training in cooking, sewing, basketry, and millinery is provided, the instruction being given by three part-time teachers and a student assistant. Hat making for men is also taught. Some of the boys assist in the repair of buildings.

Financial, 1913-14.—The books are kept in accordance with the requirements of the American Baptist Home Mission Society. The more important items were:

Income, excluding noneducational receipts.....	\$5, 467
Expenditures, less noneducational receipts.....	5, 360
Value of plant.....	98, 000

Sources of income: American Baptist Home Mission Society, \$1,547; tuition, \$943; old accounts, \$464; women's societies, \$323; Negro churches, \$267; white churches, \$36; other sources, \$1,887. The noneducational receipts amounted to \$6,697, of which \$6,361 was from the boarding department and \$336 from sale of books.

Items of expenditure: Salaries, \$4,598; supplies for boarding department, \$3,690; heat, light, and power, \$1,000; educational supplies, \$869; outside labor, \$681; repairs, \$369; postage, \$40; miscellaneous, \$810. The cash balance at the end of the year amounted to \$107.

Plant.—Land: Estimated value, \$10,000. A tract of 12 acres of land on a high bluff overlooking the Cumberland River was purchased in 1098 for \$10,000. It is a beautiful school site, but the general appearance of the grounds could be much improved.

Buildings: Estimated value \$80,000. Phillips' Hall, a five-story brick structure with basement, is the main building; it is used for chapel, classrooms, dining hall and girls' dormitory. Two two-story frame buildings are used for boys dormitories. A substantial four-story brick building, destined for use as a boys' dormitory, was in course of erection at the time the school was visited. The president's house is a neat, two-story cottage of brick veneer.

Movable equipment: Estimated value, \$8,000. Furniture, \$5,000; shop and laundry equipment, \$1,200; pianos and organs, \$1,000; library, \$500; farm equipment and live stock, \$250; scientific apparatus, \$50.

Recommendations.—1. That the institution be made to serve chiefly as a secondary school for rural and small town communities of the surrounding country.

2. That the effort to teach foreign languages and college subjects be not allowed to interfere with such essential subjects as teacher training, history, and elementary science.

Dates of visits: February, 1914; February, 1915.

TENNESSEE AGRICULTURAL AND INDUSTRIAL STATE NORMAL SCHOOL.

President: W. J. Hale.

A school of secondary grade with elementary classes and a large enrollment of local pupils. The agricultural and industrial departments are being strengthened.

The school was founded in 1912. It is owned by the State of Tennessee and controlled by the State board of education. It is supported partly by the State and partly by the Federal appropriation for agricultural and mechanical education. Prior to 1912 the Federal money was appropriated to Knoxville College.

Attendance.—Total, 300; elementary 119, secondary 181; male 107, female 193. Of the pupils above the seventh grade 130 were boarders, 105 were from Nashville, 142 from other parts of Tennessee, and 19 from other States. The reported enrollment for the year was 401.

Teachers and workers.—Total, 25; all colored; male 13, female 12; grade 3, academic 6, agriculture 2, boys' industries 2, girls' industries 3, matrons 2, music 1, administration 4, others 2.

Organization.—Elementary: The elementary work covers the four upper grades. Most of the classes are large.

Secondary: The secondary subjects are taught in a four-year "academic" course and in two additional classes called "junior" and "senior." The subjects are English, mathematics, history, elementary sciences, education, psychology, agriculture, and botany. Latin is taught to a group of pupils from different classes in periods outside of school hours. Some instruction is given in bookkeeping. Pupils in the "junior" and "senior" classes are permitted to specialize in certain subjects.

Industrial: A substantial trades building has been constructed. The equipment is, however, largely limited to woodwork. Brick masonry is taught by a pupil teacher. Pupils receive some training in the necessary repairs of the institution and in erecting new buildings. The time spent in industries, as reported by the pupils, varies from 15 to 20 periods per week. The teaching force and equipment are not proportionate to the income of the institution or in accordance with the purposes of the land-grant act. This is being gradually corrected.

Two teachers of sewing and one of cooking instruct the girls. The work is well done. The value of the work in cooking would be increased if it were conducted in connection with the school dining hall.

Agriculture: Two teachers trained in agriculture devote their time to agriculture. The farm is being equipped with buildings and machinery. A few pupils in two upper classes are specializing in agriculture. Classroom courses are given to all pupils in the eighth grade and to some pupils in higher classes.

Summer school: The summer course for teachers has an attendance much beyond the capacity of the institution.

Financial, 1914-15.—The finances are controlled by the State board of education. A general bookkeeper, whose duty it is to keep all records of the normal schools is elected by the board and maintains offices in the department of education. The board recently established a uniform system of bookkeeping, with a uniform classification of accounts for all the normal schools, and the books of the Agricultural and Industrial Normal School are kept under this same system. The bookkeeper at the school collects

and deposits all local funds in the national bank to the credit of the general bookkeeper, who disburses all funds. All bills and pay rolls are approved by the president of the school and the State superintendent of public instruction, and large bills have in addition the approval of the president of the State board of education. The books are audited annually by the State auditor and copies of the financial report submitted by him to the governor, the State department of education, and the members of the State board. The more important items for the year were:

Income, excluding noneducational receipts.....	\$39,819
Expenditures, less noneducational receipts.....	19,218
Indebtedness.....	6,000
Value of property.....	193,915

Sources of income: State appropriation, \$24,189; Federal fund, \$12,000; tuition and fees, \$3,630. The noneducational receipts amounted to \$23,184, of which \$14,759 was receipts from the boarding department, \$4,676 from the farm and other productive departments, and \$3,749 from room rent.

Items of expenditure: Salaries, \$18,262; dining-hall expenses, \$8,896; farm expenses, \$3,393; power, heat, and light, \$2,336; supplies and material for industrial department, \$1,122; repairs, \$576; sundries and other expenses, \$7,817.

Indebtedness: There was a balance of \$6,000 owing on the land. This sum was not yet due, however.

Property: The property at the end of the year consisted of \$155,163 in the plant and \$38,752 in cash on hand.

Plant.—Land: Estimated value, \$48,128. The school owns 167 acres of land on a commanding elevation on the edge of the city. Approximately 110 acres are under cultivation and 10 acres are used for school campus. The campus has been improved by student labor.

Buildings: Estimated value, \$92,200. The buildings include the academic and administration building, girls' and boys' dormitories, trades building and heating plant, several farm houses and two barns. The administration building and the two dormitories are three-story brick structures with two 2-story wings. The trades building is a one-story brick structure. All of the buildings are well constructed and in good repair. They have steam heat, electric lights, and other modern conveniences.

Movable equipment: Estimated value, \$14,835. Of this, \$8,925 was in furniture, \$2,539 in shop equipment, \$2,400 in farm equipment and live stock, \$896 in library books, and \$75 in scientific apparatus.

Recommendations.—1. That the teaching force and organization be better adapted to realize the purposes of the land-grant fund for agricultural and mechanical education and to the preparation of teachers for rural districts.

2. That the large attendance from Nashville be discouraged unless the pupils come for courses not available in the city schools.

3. That a system of accounting suited to the needs of the school be installed and the books audited annually by an accredited accountant.

4. That the attendance of the summer school be limited to the number which the institution can safely and effectively handle.

Dates of visits: March, 1914; April, 1915.

WALDEN COLLEGE.

President: E. A. White.¹

A school of secondary grade with a few pupils taking collegiate and elementary subjects. The elaborate organization is too expensive for the number and grade of the pupils.

The school was founded in 1865. In 1866 a local board of trustees was chartered. The same year the Freedmen's Aid Society made a donation to purchase a site and erect buildings. In 1868 two brick buildings were furnished by the Freedmen's Bureau. Since that date the trustees and the Freedmen's Aid Society have each contributed to the enlargement of the plant and each retains title to certain portions of the property.

Attendance.—Total, 107; elementary 30, secondary 77; boarders, 57; male 58, female 49. Of those reporting residence, 31 were from Nashville, 32 from other places in Tennessee, and 45 from other States. There were 36 from farm homes.

Teachers and workers.—Total, 17; white 9, colored 8; male 6, female 11; grades and academic 10, music 2, girls' industries 2, other workers 3.

Organization.—Elementary: The elementary work covers the sixth, seventh, and eighth grades.

Secondary: The four-year preparatory course includes: Latin, 4 years; modern language, 2; English, 3; mathematics, 3; elementary science, $2\frac{1}{2}$; history, $1\frac{1}{4}$; civics, $\frac{1}{4}$. The omission of agriculture, boys' industries, physiology, and nature study and the brief time given to history and civics indicate little regard for the needs of the pupils.

The pupils reporting some college subjects were taking Latin, 2 years; Greek, $1\frac{1}{2}$; English, $1\frac{1}{2}$; mathematics, $1\frac{1}{2}$; science, $2\frac{1}{2}$; history, 1; sociology, $\frac{1}{2}$; psychology, $\frac{1}{2}$; philosophy, $\frac{1}{2}$; logic, $\frac{1}{2}$. This course not only includes subjects of little value to students of limited preparation but it is too heavy for the teaching force available. Its maintenance for 15 pupils is extravagant. The waste is emphasized by the fact that this work is carried on in close proximity to institutions with better equipment for the same type of instruction.

Financial, 1913-14.—There are no systematic books or financial records. The figures below were given off-hand by the president as the more important items:

Income, excluding noneducational receipts.....	\$8,400
Expenditures, less noneducational receipts.....	8,400
Value of plant.....	105,000

Sources of income: Freedmen's Aid Society, \$6,400; tuition and fees, \$2,000 (estimated). The noneducational receipts were from the boarding department and amounted to \$4,000 (estimated).

Items of expenditure: Salaries, \$9,512; boarding department and other expenses, \$3,888.

Plant.—Land: Estimated value, \$40,000. The school owns 12 acres of land within the city limits.

Buildings: Estimated value, \$60,000. Most of the buildings are small and old. The four brick buildings are old-fashioned and badly in need of repair; they are insani-

¹ Elected since date of visit.

tary, and are not protected against fire. A large addition was being made to one of the brick buildings. The stone foundation of the girls' dormitory had been laid but work on the building had ceased. The dormitories were in poor condition.

Movable equipment: Estimated value, \$5,000. Practically all of the equipment was in furniture. Scientific apparatus and other equipment are negligible.

Recommendation.—In view of the numerous public and private institutions for colored people in Nashville, it is recommended that the institution be moved to another section where it will have a larger field of influence. Combination with Morristown College would be the most satisfactory solution of the problem of location.

Dates of visits: February, 1914; February, 1915.

FAYETTE COUNTY.

	White.	Negro.
Population, 1910.....	7,543	22,702
Children 6 to 14 years of age, 1910.....	1,470	5,789
Teachers' salaries in public schools, 1912-13.....	\$26,413	\$8,108
Teachers' salaries per child 6 to 14 in county.....	\$17.96	\$1.40
Percentage illiterate, 1910.....	5.7	39

The entire population is rural. The number of teachers is 57 in white schools and 74 in colored schools. The average attendance is 982 white pupils and 2,830 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be increased and strengthened. In the effort to meet this need the county, in cooperation with the Slater Fund and the General Education Board, is developing the school at Somerville as a central training institution.

SOMERVILLE.

FAYETTE COUNTY TRAINING SCHOOL.

Principal: W. P. Ware.

An elementary public school selected as a central training institution to supplement the work of the public schools.

Attendance.—Total, 275; all elementary.

Teachers.—Total, 5; all colored; male 1, female 4.

Organization.—The regular eight elementary grades are provided. A course in methods is given in the eighth grade, in order that pupils who go out to teach in the rural schools may have some training. The industrial work consists of sewing, cooking, manual training, and gardening.

Financial, 1914-15.—The income amounted to \$1,340, of which \$840 was from public funds and \$500 from the Slater Fund. Of the income \$1,250 was expended for salaries and \$90 for other purposes.

Plant.—Estimated value, \$4,540. The plant consists of 5 acres of land, valued at \$245, a five-room building, value \$3,955, and equipment worth \$300.

Recommendation.—That the work be encouraged and facilities added, as the need appears, for a boarding department and additional teacher-training subjects.

HAMBLÉN COUNTY.

	White.	Negro.
Population, 1910.....	12,040	1,610
Children 6 to 14 years of age, 1910.....	2,528	360
Teachers' salaries in public schools, 1912-13.....	\$12,450	\$740
Teachers' salaries per child 6 to 14 in county.....	\$4.93	\$2.06
Percentage illiterate, 1910.....	8.8	24.5

The rural population is 70.6 per cent of the total. The number of teachers is 65 in white schools and 14 in colored schools. The average attendance is 2,253 white pupils and 226 colored pupils.

A fairly good public-school system is provided for the small colored population of Morristown. One of the public schools does some secondary work. There is, therefore, no need for the Presbyterian parochial school. This school is described in the summary of small schools for the State. The Morristown Normal and Industrial School furnishes good facilities for pupils of east Tennessee who wish to supplement the training received in the public schools.

MORRISTOWN NORMAL AND INDUSTRIAL COLLEGE.

President: J. S. Hill.¹

A school of secondary grade with elementary department. The management is effective. New Jersey Home is maintained in connection with the institution. The school diploma is recognized by Tennessee, Virginia, and West Virginia for teacher's certificates.

The school was founded by President Hill in 1881 for the Freedmen's Aid Society of the Methodist Episcopal Church, and it is owned and controlled by the society. Its support is partly from that society and partly from donations. The principal is deserving of great credit for his long service to the education of colored people and for the support he has secured for the school from outside agencies.

Attendance.—Total, 258; elementary 183, secondary 75; male 110, female 148; boarders, 150. Of the pupils reporting home address, 13 were from Morristown, 55 from other places in Tennessee, and 54 from other States. Thirty were from farm homes.

Teachers and Workers.—Total, 25; white 15, colored 10; male 12, female 13; grades 5, secondary 5, boys' industries 7, cooking and sewing 2, matrons 3, others 3.

Organization.—Elementary: The elementary work covers the regular eight grades.

Secondary: The four-year secondary course, known as the "normal," includes: Latin, 4 years; modern language, 2; mathematics, 4; English, 5; science, 3; history and civics, 3; Bible, 1; music, 1; physiology, 1; psychology, 1. The simplicity of this course and the emphasis on English and history are commendable. The emphasis on Latin, however, precludes giving proper attention to teacher-training subjects and elementary sciences relating to plant and animal life.

Industrial: Considerable provision is made in equipment and teachers for industrial courses for boys. Manual training is required in the elementary grades. Only a few pupils in the "normal" department, however, report any time spent in this work. Printing is reported by 9 boys and broom making by 14. The latter is on a commercial

¹ White.

basis. Courses in gardening have recently been organized. The courses in cooking and sewing are well taught. Instruction in sewing is provided by the Woman's Home Missionary Society of the Methodist Episcopal Church.

Discipline: The supervision of the pupils is good. Systematic inspection of the dormitories has recently been introduced.

Financial, 1913-14.—The books are carefully kept under the supervision of the president. The more important items were:

Income, excluding noneducational receipts.....	\$16,684
Expenditures, less noneducational receipts.....	16,062
Value of plant.....	169,000

Sources of income: General donations, \$7,428; Freedmen's Aid Society, \$6,566; tuition and fees, \$1,362; city government, \$1,000; county government, \$250; other sources, \$78.

The noneducational receipts amounted to \$5,059, of which \$4,034 was from the boarding department, \$805 from the trade school and \$220 from sale of books.

Items of expenditure: Salaries, \$10,913; supplies for boarding department, \$4,011; equipment for academic department, \$1,335; traveling, printing, and advertising, \$1,240; repairs, \$1,185; office expenses and supplies, \$844; payment of loan, \$400; outside labor, \$376; books for sale, \$342; student labor, \$294; taxes and insurance, \$181. The cash balance for the year amounted to \$622.

Plant.—Land: Estimated value, 22,500. The land consists of 75 acres on a commanding site within the city limits.¹ Only a small portion of this land is used for school purposes. The remainder is not used. The school grounds are well-kept.

Buildings: Estimated value, \$120,000. There are eight buildings. Of these, three are brick structures and the others frame. The administration building is three stories high, of an excellent type, and well adapted to school purposes. Crary Hall, another large brick building, contains boarding department and dormitories. The industrial building is a large one-story brick structure. It is used exclusively for teaching the trades. The other buildings are frame. They include the president's house, two cottages for teachers, and two small buildings used for other purposes.

Movable equipment: Estimated value, \$26,500. Shop equipment, \$15,000; furniture, \$8,000; library books and fixtures, \$2,500; scientific apparatus, \$1,000.

Recommendations.—1. That more provision be made for training teachers.

2. That the theory and practice of gardening be made a part of the regular course.²

3. That boys' industries be organized on a manual training basis.³

Date of visit: January, 1915.

NEW JERSEY HOME OF MORRISTOWN NORMAL AND INDUSTRIAL COLLEGE.

Superintendent: Miss E. Apperson.⁴

A home for 31 girls attending Morristown College. The work of the home is a part of the educational activities of Morristown College. The girls do all the work of the home under the direction of two white matrons. The institution is owned and maintained by the Woman's Home Missionary Society of the Methodist Episcopal

¹ Not including a farm of 300 acres recently purchased.

² See recommendations in summary chapter, p. 22.

³ White.

Church. In addition the girls enrolled in Morristown College have courses in cooking and sewing in the home.

Financial, 1913-14.—The finances are carefully supervised by the home office in Cincinnati and the management is economical. The more important items for the year were:

Income, excluding noneducational receipts.....	\$2, 595
Expenditures, less noneducational receipts.....	2, 535
Value of plant.....	8, 700

Sources of income: Woman's Home Missionary Society, \$1,495; general donations, \$100; other sources, \$1,000. The noneducational receipts were from the boarding department and amounted to \$80.

Items of expenditure: Repairs and equipment, \$1,000; salaries, \$600; student aid, \$600; supplies, \$300; traveling expenses, \$115

Plant.—Land: Estimated value, \$1,000. The land comprises about half an acre.

Building: Estimated value, \$7,000. The building is a two-story frame structure, fairly well kept.

Movable equipment: Estimated value, \$700. The equipment consists chiefly of a small amount of furniture and domestic-science apparatus.

Recommendation.—That the home be made a vital part of the college.

Date of visit: January, 1915.

HAMILTON COUNTY.

	White.	Negro.
Population, 1910.....	63, 239	26, 026
Children 6 to 14 years of age, 1910.....	10, 739	4, 120
Teachers' salaries in public schools, 1912-13.....	(¹)	(¹)
Teachers' salaries per child 6 to 14 in county.....	(¹)	(¹)
Percentage illiterate, 1910.....	4 4	19. 8

The rural population is 50 per cent of the total. The number of teachers is 309 in white schools and 92 in colored schools. The average attendance is 9,476 white pupils and 3,158 colored pupils.

The figures for teachers' salaries by race were not obtainable either from the State department of education or by correspondence direct with the public school officials. The statistics indicate, however, that a fairly good percentage of colored children of school age are in attendance. A rural high school is provided for colored pupils. In the city of Chattanooga the schools are crowded but good work is done. The Newton Normal School supplements the public school system.

CHATTANOOGA.

CHATTANOOGA PUBLIC HIGH SCHOOL.

Principal: W. H. Singleton.

A public high school offering four years of secondary work with industrial training for girls. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 80; male 20, female 60. The elementary enrollment was

777.

¹ Teachers' salaries could not be obtained by race.

Teachers.—Secondary, 5; all colored; male 2, female 3.

Organization.—Secondary: The secondary course includes: English, 4 years, history, 2; mathematics, 3; Latin, 4; and physical geography, 1.

Industrial: Cooking and sewing are provided for girls. Three hours a week are assigned to these subjects in the first year and five hours in the second and third.

Plant.—The plant, estimated value \$30,000, consists of a city lot, which is not large enough to furnish adequate play space, and a two-story brick building. The school is crowded.

Date of visit: April, 1915.

NEWTON NORMAL SCHOOL.

Principal: Mrs. M. S. Lewis.

An elementary day school with 7 high school pupils. It was founded in 1904 by the Presbyterian Board of Missions for Freedmen and is partially supported by that board.

Attendance.—Total, 90. The reported enrollment for the year was 139. The elementary work is well done. Instruction in cooking and sewing is provided for girls, but there is no manual training for boys.

Teachers.—Total, 6; all colored; male 1, female 5.

Financial, 1914-15.—School funds are administered by a nonresident treasurer and no books are kept at the school. According to the statement of the treasurer the more important items for the year were:

Income	\$2, 650
Expenditures	2, 342
Value of plant	14, 250

Sources of income: Presbyterian Board, \$1,475; tuition and fees, \$650; donations, \$375; other sources, \$150.

Items of expenditure: Teachers' salaries, \$1,475; student aid, \$100; supplies, \$50; other expenses, \$750.

Plant.—Land: Estimated value, \$4,000. The land comprises a large city lot. Only a small space is available for playground and recreation.

Buildings: Estimated value, \$6,750. There is one neat frame building. It contains 10 classrooms and basement, is well lighted and adapted to school purposes. It is clean and well kept.

Movable equipment: Estimated value, \$3,500. The school is equipped with patent desks. There is some equipment for domestic science, but no tools or shop equipment for boys' industries.

Recommendation.—That this school dispose of its city property, move into the rural districts, and be given sufficient funds to enable it to become a training school for teachers of the counties of this section. For this purpose the Swift Memorial College at Rogersville and the Meyer Industrial School could be combined with it.

Date of visit: February, 1915.

HYDE PARK STATION.

LINCOLN PUBLIC HIGH SCHOOL.

Principal: H. F. Talifero.

A rural public high school doing three years of secondary work with good industrial training.

Attendance.—Secondary, 26; male 6, female 20. There were also 140 pupils in elementary grades.

Teachers.—Secondary, 6; male 5, female 1; academic 4, industrial 2.

Organization.—The first year of the high school is given to elementary work, with one or two secondary subjects. The secondary subjects of the remaining three years include: English, 4 years; history and civics, 1½; Latin, 1; mathematics, 2; elementary science, 2. Manual training and home economics are well taught. Some work in gardening is also given.

Plant.—The plant, estimated value \$20,000, consists of 4 acres of land, a large two-story brick building, two small frame buildings, classroom furniture, and good industrial equipment.

Date of visit: February, 1916.

HAWKINS COUNTY.

	White.	Negro.
Population, 1910.....	21,782	1,805
Children 6 to 14 years of age, 1910.....	5,060	413
Teachers' salaries in public-schools, 1912-13.....	\$25,838	\$1,400
Teachers' salaries per child, 6 to 14, in county.....	\$5. 11	\$3. 39
Percentage illiterate, 1910.....	16. 6	32. 5

The entire population is rural. The number of teachers is 110 in white schools and 10 in colored schools. The average attendance is 4,059 white pupils and 258 colored pupils.

The Negro population of Hawkins County is small. Effort should be made to increase the public-school facilities so that all the children 6 to 14 years of age may be accommodated. The Swift Memorial College should concentrate its work on the secondary and teacher-training courses for boarding pupils. It is well located for this purpose.

ROGERSVILLE.

SWIFT MEMORIAL COLLEGE.

President: W. H. Franklin.

A school of secondary grade with small elementary enrollment. It was founded in 1883 by the president and is owned and controlled by the Presbyterian Board of Missions for Freedmen.

Attendance.—Total, 115; elementary 66, secondary 49; male 49, female 66; boarders, 85. Of the secondary pupils, 14 were from Rogersville, 17 from other places in Tennessee, and 18 from other States. The reported enrollment for the year was 190.

Teachers and workers.—Total, 11; all colored; male 5, female 6; grades 4, academic 5, music 1, matron 1. In addition one teacher gives part-time instruction in domestic science.

Organization.—Elementary: Elementary work is done in the seven regular grades.

Secondary: Secondary subjects are covered in the three-year "normal" course and in the so-called college classes. The subjects are: Latin, 2 years; Greek, 1; science, 1; English, 2½; mathematics, 2½; history, 1½; philosophy, ½; music, 2. The six so-called college pupils were following a program which included international law, geology, ethics, psychology, sociology, German, and higher mathematics. The effort to

maintain a college department with the small teaching force and inadequate equipment is wasteful. The omission of teacher-training subjects, agriculture, and physiology indicates a lack of adaptation to the needs of the pupils. The industrial instruction is limited to a little cooking and sewing.

Financial, 1913-14.—The accounts were kept in the president's office, but the items were not clearly shown. As far as could be determined the principal items were as follows:

Income, excluding noneducational receipts.....	\$4, 100
Expenditure, less noneducational receipts.....	4, 216
Value of school property.....	66, 500

Income: From Presbyterian Board, \$3,500; tuition and donations, \$600. The noneducational receipts were from the boarding department and amounted to \$1,400.

Expenditure: Salaries, \$3,166; supplies for the boarding department, \$1,500; light and heat, \$450; repairs, \$200; other expenses, \$300.

Property: The school property consisted of \$41,000 in plant and \$25,500 in endowment. The endowment, transferred from the funds of Maryville College to this institution, is administered by the Presbyterian Board and the income is included in the board's appropriation.

Plant.—Land: Estimated value, \$6,000. It consists of 8 acres near the center of town on a commanding eminence. Only the space in front of the main building has been improved.

Buildings: Estimated value, \$32,500. The main building, containing classrooms, offices, chapel, and girls' rooms, is three stories high, brick, and well built. The boys' dormitory is a three-story brick building.

Equipment: Estimated value, \$2,500. The equipment consists chiefly of dormitory and classroom furniture, with a few books and sewing machines.

Recommendations.—1. That the curriculum be simplified and provision made for teacher training, theory and practice of gardening, and manual training.

2. That the county authorities be urged to aid in educating the elementary pupils who are now entirely dependent upon this institution.

Visited: February, 1915.

HAYWOOD COUNTY.

	White.	Negro.
Population, 1910.....	8, 199	17, 710
Children 6 to 14 years of age.....	1, 766	4, 409
Teachers' salaries in public schools, 1912.....	(1)	(1)
Teachers' salaries per child 6 to 14 in county.....	(1)	(1)
Percentage illiterate, 1910.....	4.5	28.1

The rural population is 89.5 per cent of the total. The number of teachers is 56 in white schools and 43 in colored schools. The average attendance is 2,063 white pupils and 3,038 colored pupils.

These statistics indicate the need for additional school facilities. To meet this need the county, in cooperation with the Slater Fund and General Education Board, is developing a central training school at Brownsville.

¹ Teachers' salaries could not be obtained by race.

BROWNSVILLE.

HAYWOOD COUNTY TRAINING SCHOOL.

Principal: Mrs. Mary Parr.

A school of elementary and secondary grade selected as a central training institution to supplement the work of the public schools.

Attendance.—Total, 423; elementary 409, secondary 14.

Teachers.—Total, 8; all colored; all female.

Organization.—Elementary: The elementary work covers the regular eight grades.

Secondary: The secondary work is done in the ninth and tenth grades. Courses in methods, psychology, and child study are given in the tenth grade and pupils attend institutes with the county teachers twice a month.

Industrial: A little cooking and sewing are provided for girls. The boys have gardening.

Financial, 1914-15.—The income amounted to \$2,404, of which \$1,905 was from public funds and \$500 from the Slater Fund. Of the income \$2,250 was expended for salaries and \$154 for other purposes.

Plant.—Estimated value, \$2,500. The plant consists of 1 acre of land, value \$100; an eight-room building, value \$2,400; and equipment valued at \$1,000.

Recommendation.—That the work be encouraged and facilities added, as the need appears, for a boarding department, secondary work, and teacher training.

JEFFERSON COUNTY.

	White.	Negro.
Population, 1910.....	16, 116	1, 639
Children 6 to 14 years of age, 1910.....	3, 527	373
Teachers' salaries in public schools, 1912-13.....	(¹)	(¹)
Teachers' salaries per child, 6 to 14, in county.....	(¹)	(¹)
Percentage illiterate, 1910.....	12. 8	30. 1

The entire population is rural. The number of teachers is 91 in white schools and 13 in colored schools. The average attendance is 3,810 white pupils and 409 colored pupils.

These statistics indicate that the colored population of Jefferson County is relatively small. The children of Jefferson City have access only to the Nelson-Mary College, which is an institution operated by the county in cooperation with the local Baptist association. Special effort should be made by the town to appropriate sufficient money to operate a complete elementary school, with industrial training and the Baptist association should supplement this with a good boarding department and secondary school.

JEFFERSON CITY.**NELSON-MARY COLLEGE.**

Principal: Miss M. L. McMinn.

An elementary school with a plant that is inadequately used. It is doing the public-school work for the town. The school was founded in 1894 by the local Baptist association and is owned and controlled by that body.

¹ Teachers' salaries could not be obtained by race.

Attendance.—Total, 77; all in nine grades. The only industrial work is a little sewing and cooking. There were 18 boarders. The reported enrollment for the year was 114.

Teachers.—Total, 5; all colored; male 1, female 4.

Financial, 1913-14.—The accounts were kept by a nonresident treasurer and could not be obtained. The income amounted to approximately \$1,000, a part of which is from the county and the remainder from the association and tuition. Practically all the income was used for salaries.

Plant.—The plant, estimated value \$5,000, consists of 13 acres of land, a two-story brick building, an old frame building, and equipment worth about \$500. The buildings are in need of repair.

Recommendations.—1. That the boarding department be enlarged.

2. That manual training and gardening be made a regular part of the course.¹

Date of visit: February, 1915.

KNOX COUNTY.

There are no private schools for colored people in Knox County outside of the city of Knoxville.

KNOXVILLE.

	White.	Negro.
Population, 1910.	28,706	7,638
Children 6 to 14 years of age, 1910.	4,621	1,032
Teachers' salaries in public schools, 1914-15.	\$89,002	\$15,083
Teachers' salaries, per child, 6 to 14, in city.	\$19.26	\$14.61
Percentage illiterate, 1910.	4.2	14.2

There are 12 schools for white pupils in Knoxville and 3 for colored. The number of teachers is 140 in white schools and 20 in colored schools. The average attendance is 6,000 white pupils and 1,050 colored pupils.

The public schools of Knoxville accommodate more than the number of children 6 to 14 years of age. In addition to the elementary schools a good high school is furnished for colored pupils. Knoxville College is, therefore, free to center its work on secondary industrial and teacher-training courses for boarding pupils.

KNOXVILLE PUBLIC HIGH SCHOOL.

Principal: Charles W. Ansler.

A public high school offering three years of secondary work. Elementary grades are taught in the same building.

Attendance.—Secondary, 116; male 53, female 63. The elementary enrollment was 145.

Teachers.—Secondary, 7; all colored; male 5, female 2.

Organization.—The three-year secondary course includes: English, 3 years; Latin, 3; mathematics, 3; history and civics, 3; biology, 1; physics, 1; physiology, 1.

Plant.—Estimated value, \$12,000. The plant consists of a large lot and a two-story brick building in fair condition.

Date of visit: January, 1916.

¹ See recommendations in summary chapter, p. 22.

KNOXVILLE COLLEGE.

President: R. W. McGranahan.¹

A school of secondary and collegiate grade with large elementary enrollment. The curriculum is above the average in its adaptation to the needs of the pupils. The management is effective and the home training of the girls good. The graduates of the institution form the majority of the teaching force of the smaller colored schools of the United Presbyterian Church.

The school was founded in 1875 by the Board of Freedmen's Missions of the United Presbyterian Church, and it is owned and supported by that board. It has a self-perpetuating board of white trustees who act in an advisory capacity. From 1891 to 1912 the institution received an annual appropriation from the Federal land grant funds for teaching agricultural and mechanical arts. This sum in the later years amounted to \$10,000 annually.

Attendance.—Total, 327; elementary 187, secondary 110, college 30; male 132, female 195; boarders, 245. Of those reporting home address, 20 are from Knoxville, 36 from other places in Tennessee, and 154 from other States. Fifty-five are from farm homes.

Teachers and workers.—Total, 29; white 24, colored 5; male 7, female 22; grades 4, academic 9, music 2, girls' industries 3, boys' industries 3, matrons 2, other workers 6. There are three student assistants in the shops. The teachers are well trained and devoted to their work.

Organization.—Elementary: Satisfactory elementary work is done in the eight grades; the instruction is given by four regular teachers and the students of the third normal class under the direction of a critic teacher.

Secondary: The secondary course is planned to provide teacher training or preparation for college. Pupils preparing for college are not required to take the distinctly pedagogical subjects. Most of them, however, include these subjects in their course. Agriculture, education, or household arts may be substituted for Latin. The subjects taken by all are: Latin, 1 year; English, 2 ½; mathematics, 2; science, 1 ½; history, 1 ½ civics, ½; psychology, 1 ½; agriculture, 1; and Bible, 1 ½.

Collegiate: In the college department 12 students took Latin, 16 mathematics, 15 English, 14 Greek, 14 German, 19 biology, 13 physics, 8 physiology, 21 history, 4 ethics, and 1 psychology.

Industrial: Good instruction in cooking and sewing is provided. Especially good home training is afforded the younger girls in the McDill Home.

Manual training in wood is given to the boys from the fifth grade through the first normal class. A few boys receive training in blacksmithing, printing, and broom making.

Agriculture: The school has an excellent farm and considerable stock and equipment, but the students receive comparatively little systematic instruction in scientific agriculture.

¹ White.

Financial, 1913-14.—The books were well kept and the financial management is good. An approved system of accounting has recently been installed. The more important items for the year were:

Income.....	\$25,470
Expenditures.....	25,470
Value of property.....	175,000

Sources of income: United Presbyterian Board, \$19,450; tuition and fees, \$4,800; Slater Fund, \$750; other sources, \$470. The noneducational receipts were from the boarding department, hospital, and farm, and amounted to \$16,010. These departments are said to be self-supporting and are therefore omitted from the statements of income and expenditure.

Items of expenditure: Salaries, \$19,550; student labor, not including boarding department, \$3,800; repairs, light, heat, and sundry expenses, \$2,120.

Plant.—Land: Estimated value, \$75,000. The school owns 75 acres of desirable land just west of the city limits, 10 acres being utilized for campus and 50 acres cultivated on a commercial basis. The campus is attractive and well kept.

Buildings: Estimated value, \$90,000. There are 10 large buildings and several smaller structures; most of the larger buildings are of brick. The buildings include: Recitation Hall, a three-story structure, containing 20 classrooms, a chapel seating 600, and assembly rooms; McCulloch Hall, the young mens' dormitory, also a three-story building, containing 50 rooms, besides laundry, bath rooms, and barber shop; the young ladies' dormitory, a four-story building, containing rooms for 100, together with the kitchen and a dining room having a seating capacity of 300; McDill Home, accommodating 50 girls under 16 years of age; Wallace Hall, a three-story building, with the domestic-science department on the first floor and teachers' rooms on the second and third floors; Carnegie Library, erected at a cost of \$10,000, containing library and recitation rooms for college classes; McMillan Memorial Chapel, a neat church edifice, seating 700; the mechanical building, containing the shops and the electric-lighting plant; the hospital, a two-story brick structure, with a capacity of about 25 beds; the president's house; and five cottages used by teachers. In addition there are two large barns, a silo, a well equipped greenhouse, and a small brick building housing the central heating plant. Most of the buildings are well constructed and in good condition. A few, however, are badly in need of repair.

Movable equipment: Estimated value, \$10,000. Of this about \$7,000 is in furniture and classroom apparatus and the remainder in farm and electrical shop equipment.

Recommendations.—1. That the academic courses be strengthened by increased emphasis on history, social studies, and elementary science with adequate laboratory facilities.

2. That the agricultural department and industrial training for boys be reorganized on a simple basis so that the students may receive enough training to supplement their academic education for teachers and ministers.

Date of visit: January, 1915.

MAYER'S INDUSTRIAL SCHOOL.

Principal: Mrs. F. C. Mayer.

A small elementary school with meager equipment. It is owned by the Presbyterian Board of Missions and is the outgrowth of a mission school founded by the principal in 1904. The name was changed from the "People's Industrial School" to the present title in 1908 by the ladies of the Union Presbyterian Society of Knoxville. There is no board of trustees and the work is practically without supervision.

Attendance.—Total, 53; boarders, 20. The reported enrollment for the year was 150.

Teachers.—Total, 6; all colored; male 2, female 4. The teachers are reasonably well trained.

Organization.—The classroom work covers the elementary grades. Fairly good work in cooking and sewing is done by the girls of the upper grades. The woodworking for boys is negligible.

Financial, 1913-14.—The income was \$1,400, of which \$700 came from the Presbyterian Board, about \$400 from tuition, and \$300 from local contributions. Of the expenditures \$1,000 was for salaries and \$400 for other expenses.

Plant.—Estimated value, \$6,000. The land consists of a city block. There is one large three-story frame building containing 18 rooms, now in need of repair. A two-room board building is used for the shop. Equipment is limited to the crude furniture in dormitories and classrooms.

Recommendation.—In view of the public and private school facilities of Knoxville it seems advisable that the school be transferred to some other place where the need is greater.

Date of visit: January, 1915.

MADISON COUNTY.

	White.	Negro.
Population, 1910.....	23, 184	16, 167
Children 6 to 14 years of age, 1910.....	4, 263	3, 610
Teachers' salaries in public schools, 1912-13.....	(1)	(1)
Teachers' salary per child 6 to 14 in county.....	(1)	(1)
Percentage illiterate, 1910.....	3.9	25.3

The rural population is 59.9 per cent of the total. The number of teachers is 85 in white schools and 52 in colored schools. The average attendance is 3,660 white pupils and 2,392 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. The city of Jackson maintains a fairly good public-school system, including one school giving secondary work. Lane College is therefore free to center its efforts on secondary, industrial, and teacher-training work for boarding pupils.

JACKSON.**LANE COLLEGE.**

President: J. F. Lane.

A school of secondary grade with a large elementary enrollment and a few pupils in college subjects. The institution is well managed and the classroom work is effective.

¹ Teachers' salaries could not be obtained by race.

The school was founded in 1879; the first building was erected in 1882; and the name "college" was added in 1896. It is controlled by the Tennessee Conference of the Colored Methodist Episcopal Church and is the largest of the schools of this denomination.

Attendance.—Total, 218; elementary 139, secondary 67, in college courses 10, theological 2; male 121, female 97. Theological subjects were studied by 10 pupils in other classes. Of the pupils reporting home address, 28 were from Jackson, 29 from other places in Tennessee, and 22 from other States. There were 52 students boarding at the school. The reported enrollment for the year was 317.

Teachers and workers.—Total, 15; all colored; male 8, female 7; grades 4, academic 6, music 1, typewriting 1, manual training 1, sewing 1, matron 1.

Organization.—Elementary: The elementary work covers grades 5 to 8.

Secondary: Secondary work is offered in two courses, "college preparatory," with 27 pupils, and "teacher training," with 40 pupils. The "college preparatory" includes: Latin, 4 years; Greek, 2; mathematics, 4; English, 3; physics, 1; history and civics, 1½, Bible, ½. The "teacher-training" course offers Latin, 3 years; mathematics, 4; English, 3; science, 3½; history, 1½; economics, 1; Bible, 1½; psychology, ½. In the fifth year of this course some provision is made for practice teaching and methods. The college subjects, studied by a few pupils, are Latin, 2½ years; Greek, 1; German, 2; mathematics, 2; and a little physics and economics. These courses emphasize foreign languages to the neglect of such subjects as teacher training, nature study, and social science. Although the program of studies is rather elaborate for six teachers and the small student body, much good work is done.

Industrial: Good courses in manual training and sewing are provided.

Financial, 1913-14.—While the financial management is honest, the accounting system is not adequate. A printed statement of the treasurer summarizes for 1913-14 the receipts and expenditures. According to this statement the important items were:

Income, excluding noneducational receipts.....	\$8,600
Expenditures, less noneducational receipts.....	7,165
Indebtedness.....	5,000
Value of plant.....	89,000

Sources of income: Colored Methodist Episcopal children's day and educational funds, \$3,114; Educational Board of Methodist Episcopal Church South, \$2,000; Slater Fund, \$750; students' fund, \$20; "miscellaneous receipts, \$2,616;" balance from previous year, \$100. Receipts from board, tuition, and other fees, which are not shown separately, amounted to \$7,174.

Items of expenditure: Salaries, \$8,470; dining hall and "expense bills," \$5,869.

Indebtedness: There is a balance of \$5,000 due on the main building, secured by mortgage.

Plant.—Land: Estimated value, \$12,000. The land comprises 12 acres on the highest elevation of the city. At the date of visit provision was being made to utilize a part of the land for school gardening. The campus presents a bare appearance and could be improved with trees and shrubbery.

Buildings: Estimated value, \$72,000. There are three 3-story, brick buildings, all supplied with steam heat, electric lights, and adequate water supply; a brick church; and four frame structures. The main building, which cost \$26,750, is of fine type and

well constructed; it contains classrooms, offices, and assembly room. A well-planned boys' dormitory has recently been built at a cost of \$22,500. The girls' dormitory, a comparatively new building, cost \$16,000. It contains girls' rooms, dining hall, kitchen, and laundry. The chapel is a church edifice in which regular services are held for the students and the people of the city. The president's home is a two-story frame cottage. There are two other frame buildings formerly used for dormitories.

Movable equipment: Estimated value, \$5,000; furniture, \$3,000; scientific apparatus, \$500; shop equipment, \$500; library, \$1,000.

Recommendations.—1. That the colored Methodist Episcopal Church endeavor to increase the attendance of this school, especially by developing cooperation among all the schools of the denomination and agreeing to assign certain grades of pupils to certain schools.

2. That more provision be made for teacher training and gardening.¹

3. That an adequate system of accounting be installed at the school and the books audited annually by an accredited accountant.

Date of visit: March, 1915.

SHELBY COUNTY.

	White.	Negro
Population, 1910.....	21, 044	39, 278
Children 6 to 14 years of age.....	4, 085	8, 898
Teachers' salaries in public schools, 1912 ²	\$116, 055	\$40, 900
Teachers' salaries per child, 6 to 14, in county.....	\$28. 41	\$4. 60
Percentage illiterate, 1910.....	3. 1	27. 8

The number of teachers is 169 in white schools and 125 in colored schools. The average attendance is 3,327 white pupils and 5,607 colored pupils.

These statistics indicate the need of additional school facilities. Effort is being made to improve the rural schools through careful supervision. The county, in cooperation with the Slater Fund and the General Education Board, is developing a central training institution at Lucy. Sanderlin Academy, the only private school in the county outside of the city of Memphis, is of little educational value. This school is described in the summary of small schools of miscellaneous ownership.

LUCY, R. F. D.

SHELBY COUNTY TRAINING SCHOOL.

Principal: T. J. Johnson.

A school of elementary grade selected as a central training institution to supplement the work of the public schools.

Attendance.—Total, 475; all elementary.

Teachers.—Total, 7; male 1, female 6.

Organization.—The work covers the regular eight grades. In order that pupils who go out to teach in rural schools may have some training, a course in methods is given in the eighth grade. The industrial work is well done. It includes simple courses in

¹ See recommendations in summary chapter.

² Figures given exclude the city of Memphis. Teachers' salaries could not be obtained, by race, for the city.

manual training, sewing, cooking, shoemaking, tinsmithing, basketry, and chair caning. A small truck patch is successfully cultivated.

Financial, 1914-15.—The income amounted to \$2,280, of which \$1,780 was from public funds and \$500 from the Slater Fund. Of the income \$2,120 was expended for salaries and \$160 for other purposes.

Plant.—Estimated value, \$7,000. The plant consists of 7 acres of land, value \$700; a seven-room building, value \$6,000; and equipment valued at \$300.

Recommendation.—That the work be encouraged and facilities added, as the need appears, for a boarding department, secondary work, and teacher training.

MEMPHIS.

	White.	Negro.
Population, 1910.....	78,590	52,441
Children, 6 to 14 years of age, 1910.....	11,004	6,440
Teachers' salaries in public schools.....		
Teachers' salaries per child, 6 to 14, in city.....		
Percentage illiterate, 1910.....	1.4	17.6

The number of teachers is 337 in white schools and 128 in colored schools. The average attendance is 8,728 white pupils and 3,962 colored pupils.

The statistics indicate that about two-thirds of the Negro population of elementary school age are attending school. While some new buildings are being built, the schools are crowded. In addition to the elementary schools, a fairly good city high school with a three-year secondary course is maintained. Le Moyne Institute supplements effectively this secondary school and provides excellent teacher training. The Howe Institute has a large constituency among the Baptists of the surrounding country districts and should endeavor to adapt its work to the needs of these rural pupils. The so-called University of West Tennessee is of little educational value. This school is described in the summary of small schools of miscellaneous ownership.

MEMPHIS PUBLIC HIGH SCHOOL.

Principal: G. P. Hamilton.

A large city high school offering three years of secondary work with good industrial training. The equipment is inadequate for the large enrollment. The seventh and eighth elementary grades are taught in the same building.

Attendance.—Secondary, 232; male 70, female 162. The elementary enrollment was 235.

Teachers.—Secondary, 5; all colored; male 2, female 3.

Organization.—Secondary: The secondary course includes: Latin, 3 years; mathematics, 4; English, 3; history, 2; elementary science, 3. There is also some provision for music and industrial work.

Industrial: The industrial courses cover five periods a week. Manual training is given for boys and sewing and cooking for girls.

Plant.—Estimated value, \$35,000. The plant consists of an old two-story brick building and a city lot. Fairly good equipment is provided for industrial teaching and science. The facilities are taxed by the large enrollment.

Date of visit: February, 1915.

HOWE INSTITUTE.

Principal: T. O. Fuller.

A school of elementary and secondary grade with inadequate supervision of dormitory and classrooms and ineffective teaching.

The school was founded in 1890 by the State Baptist Convention of Tennessee and is controlled by a board of colored trustees. It receives aid from the American Baptist Home Mission Society.

Attendance.—Total, 135; elementary 75, secondary 60; male 81, female 54; boarders, 23. The reported enrollment for the year was 270.

Teachers and workers.—Total, 14; all colored; male 5, female 9; grades and academic 11, domestic science and matron 2, printing 1.

Organization.—Elementary: The work covers the regular eight elementary grades.

Secondary: The secondary course covers Latin, 4 years; Greek, 2; English, 2, mathematics, 3; science, 2; history, 2; psychology, 1; business methods, 1; nature study, 1. The following subjects are elected by a small number of pupils: Botany, physical geography, theology, shorthand, and typewriting.

Industrial: Limited provision is made for cooking for the girls and printing for boys.

Financial, 1913-14.—The books are kept on forms furnished by the American Baptist Home Mission Society. The following were the important items for the year:

Income, less noneducational receipts.....	\$4, 475
Expenditures, less noneducational receipts.....	3, 900
Indebtedness.....	4, 500
School plant.....	19, 500

Sources of income: Tuition and fees, \$2,518; Baptist churches, \$1,137; American Baptist Home Mission Society, \$820. The noneducational receipts were from the boarding department and amounted to \$2,321.

Items of expenditure: Salaries, \$2,749; payment on debt, \$1,456; materials and supplies, \$902; labor, \$408; light and heat, \$272; other expenses, \$434.

Indebtedness: The indebtedness of \$4,500 is secured by mortgage on part of the school property.

Plant.—Land: Estimated value, \$4,000. The land comprises one-fourth of a city block. The ground is low and the premises are poorly kept.

Buildings: Estimated value, \$14,000. The buildings comprise one large building, dingy and poorly ventilated, used for classrooms and dormitory for three or four boys; a two-story brick structure used for girls' dormitory and classrooms; a small frame dwelling used by the president, and a small, poorly constructed frame building which serves as the printing shop.

Movable equipment: Estimated value, \$1,500. The shop equipment is valued at \$1,200 and the furniture at \$300. The equipment is inadequate.

Recommendations.—1. That the administration of the plant and school activities be made more effective.

2. That the institution be moved to a suburban section where the work can be better adapted to the needs of rural pupils.

Date of visit: February, 1914. Facts verified in 1915.

LE MOYNE INSTITUTE.

Principal: L. L. Clippinger.¹

A strong city high school with a course adapted to the needs of the pupils in teacher training and industry. The management is progressive and the teachers are well trained.

In 1866 the American Missionary Association of the Congregational Church founded two schools in Memphis. Within a few years these schools were taken over as part of the public school system. In 1869 Le Moyne Normal Institute was founded through the gift of \$20,000 by Julius Le Moyne, of Pennsylvania. In 1915 it was moved to a new modern building. It is owned and supported by the American Missionary Association.

Attendance.—Total, 285; elementary 174, secondary 111; male 99, female 186. All are day pupils. The reported enrollment for the year was 402.

Teachers and workers.—Total, 21; white 14, colored 7; male 4, female 17; grades 5, academic 7, girls' industries 2, boys' industries 1, music 2, commercial 1, other workers, 3.

Organization.—Elementary: A sufficient elementary enrollment is maintained for a kindergarten and practice school of eight grades, in which the pupils of the last two years of the normal course teach. Pupils of elementary age are not encouraged to attend, however, since the public schools of Memphis offer adequate facilities.

Secondary: The secondary work is so arranged that the pupils have the choice of six groups of electives: "Normal," reported by 55 pupils; "college preparatory," 29; "home economics," 12; and "commercial," 16. There were no pupils taking the electives in trades or in the general high-school courses. The subjects common to all the courses are: English, 4 years; American history and civics, 1; algebra, 1; Bible, 1; music, 1½; economics, 1; manual training or domestic science, 2. Physiology and physical geography are given in all courses except the college preparatory, while a year of plane geometry and a year of zoology and botany are offered in all but the commercial course. The "normal" course adds ancient history, psychology, school hygiene, school management, methods, and practice teaching. The college preparatory course adds ancient history, 1 year; Latin, 4; Greek, 2; solid geometry, 1. The home-economics course includes: Drawing, 1 year; commercial arithmetic, 1; cooking and sewing, 3; and short courses in dietetics, bacteriology, home management, food analysis, home decoration, home nursing, and chemistry. The commercial course adds spelling, 1 year; commercial grammar, 1; arithmetic, 1; correspondence, 1; commercial law, 1; stenography and typewriting or bookkeeping, 3.

Industrial: Instruction in sewing, cooking, and manual training is provided. Because of a lack of equipment the practical work in these courses is limited.

Financial, 1913-14.—The finances are supervised by the American Missionary Association. A simple and effective system of accounts has been installed recently. The more important items for the year were:

Income, excluding noneducational receipts.....	\$12, 537
Expenditures, less noneducational receipts.....	12, 537
Value of plant.....	54, 000

¹ White; elected since date of visit.

Sources of income: American Missionary Association, \$7,252; tuition and fees, \$3,626; donations, \$1,048; Slater Fund, \$450; other sources, \$161. The noneducational receipts amounted to \$1,184, of which \$610 was from the teachers' dining room and \$574 from the shops.

Items of expenditure: Salaries, \$5,814; supplies, \$1,813; repairs, \$1,175; equipment, \$1,110; student aid and labor, \$667; light, heat, and water, \$580; outside labor, \$409; general supplies, \$284; other expenses, \$1,869.

Plant.—Land: Estimated value, \$10,000. The school land comprises part of a city block in a good section of the city. The grounds are well kept.

Buildings: Estimated value, \$42,000. The main building is a brick structure two stories high. It is comparatively new, well built, and an excellent type of school building. The principal's cottage and teachers' home is a neat frame structure. The shop building, used for industrial work for boys, is a frame structure.

Movable equipment: Estimated value, \$2,000. The equipment consists of good furniture for classrooms, a good library, domestic science apparatus, and a little industrial equipment.

Recommendations.—1. That the work be encouraged by adequate financial support.

2. That larger equipment for industrial courses be supplied.

3. That the theory and practice of gardening be made a part of the regular course and related to home gardening.¹

4. That a boarding department be added.

Date of visit: February, 1915.

CATHOLIC PARISH SCHOOLS.

There are two Catholic parish schools in Tennessee. The school at Nashville is a large elementary school taught in connection with a convent. The school at Memphis is also elementary. The religious interest of both these schools is strong. The principal facts reported concerning them are as follows:

County.	City.	School.	Attendance.	Teachers.	Income.
Davidson.	Nashville.	Immaculate Mother's School	160	6	\$4,050
Shelby.	Memphis.	St. Anthony's School.	121	3	300

PRESBYTERIAN SCHOOLS.

The Presbyterian Board of Missions for Freedmen reports nine schools in Tennessee. Three of these are considered important enough to discuss in county summaries. Five others were visited and are described below. The small parochial school at Dandridge is of little importance and is omitted from this study. In view of the increasing needs of Swift Memorial College and the Newton Normal School, it appears that the Presbyterian work would be strengthened if the support which is now given to the smaller schools were concentrated on the more important institutions.

¹ See recommendations in summary chapter, p. 22.

BLOUNT COUNTY—LOUISVILLE.

PRESBYTERIAN PAROCHIAL SCHOOL.

Teacher: Mrs. Freeland.

A school with 16 elementary pupils taught in a church. The session is five months. The income of about \$100 is derived from the Presbyterian Board of Missions for Freedmen and from tuition.

Date of visit: February, 1915.

HAMBLEN COUNTY—MORRISTOWN.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: E. B. Clarkson.

An elementary day school taught in a church by the pastor and an assistant. Enrollment, 99. The school is owned and controlled by the Presbyterian Board of Missions for Freedmen. The income for 1914-15 amounted to \$622, of which \$400 was from the Presbyterian Board, \$150 from entertainments, and \$72 from tuition. Of the income \$390 was expended for salaries, \$124 for repairs, and \$108 for sundries.

Recommendation.—In view of the public and private facilities for colored children there seems to be no need for this school in Morristown.

Date of visit: January, 1915.

HAYGOOD COUNTY—KEELING.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: M. J. Nelson.

A parochial school doing a needed work for a small rural community where the public school operates only four months in the year. The school is owned and supported for six months by the Presbyterian Board of Missions for Freedmen. It receives \$800 from this board and \$150 from private subscription and tuition. Practically all the income is spent for teachers' salaries. At the time of visit there were 54 elementary pupils in 9 grades taught by 4 colored teachers, three of whom were women. The plant, estimated value \$1,200, consists of one-half acre of land, a three-room frame building and meager equipment. Its condition could be improved by a little repair and more attention to cleanliness.

Recommendation.—That the Presbyterian board endeavor to have the parochial school combined with the public school.

Date of visit: March, 1915.

SULLIVAN COUNTY—BRISTOL.

PRESBYTERIAN PAROCHIAL.

Principal: C. B. Dusenberry, jr.

An elementary day school taught in three rooms in the back of a church. The attendance was 150. There are three colored teachers, two of whom are women. The Presbyterian Board of Missions pays \$140 annually for salaries and the remainder comes from tuition.

Recommendation.—In view of the fact that there are three other schools for the few colored pupils in the town this school should be combined with them.

Date of visit: February, 1915.

WASHINGTON COUNTY—JOHNSON CITY.

PRESBYTERIAN PAROCHIAL SCHOOL.

Teacher: Mrs. S. S. McKay.

A school of elementary grade reporting 30 pupils, supported by the Presbyterian board and tuition.

Recommendation.—In view of the excellent public school about five blocks away it is recommended that this school be discontinued.

Date of visit: February, 1915.

UNITED PRESBYTERIAN SCHOOLS.

In addition to Knoxville College, described under Knox County, the United Presbyterian Church has four small schools in Tennessee. Although these schools are well managed, they are all located in eastern Tennessee, where the private schools are numerous and the colored population very small. The attendance of two of them has been decreasing. Two of them are maintained in cooperation with the public authorities. Effort should be made to increase the cooperation with the city authorities in these cases. There seems to be little need for the other two schools in their present locations.

BRADLEY COUNTY—CLEVELAND.

CLEVELAND ACADEMY.

Principal: J. L. Cary.

A small elementary school whose attendance is reported to have been decreasing for several years. The school was founded in 1899 by the Board of Freedmen's Missions of the United Presbyterian Church and it is owned and supported by that board.

Attendance.—Total, 59; male 28, female 31. At the date of visit four pupils were in the ninth and tenth grades, and there were two girls boarding in a cottage on the grounds. Instruction in cooking and sewing is provided for the girls. There were six colored teachers, of whom five were women.

Financial, 1913-14.—The income reported was \$2,150, of which \$2,000 was from the United Presbyterian Board and \$150 from tuition. The expenditures were \$2,000 for salaries and \$150 for other purposes.

Plant.—Estimated value, \$4,750. Of this \$750 was in land, \$3,500 in building, and \$500 in movable equipment. The land is a small city lot. There are two frame buildings, one is moderately large, the other a small structure. The equipment is fairly good.

Recommendation.—In view of the small attendance and the efficiency of the public school in Cleveland there seems to be no need for this school.

Date of visit: February, 1915.

McMINN COUNTY—ATHENS.

ACADEMY OF ATHENS.

Principal: C. H. Wilsion.

An elementary day school doing good work. It is owned and supported by the Board of Freedmen's Missions of the United Presbyterian Church. The attendance was 135; there were 6 pupils in the ninth grade. There were six colored teachers, of whom five were women. In addition there is also a Jeanes Fund teacher in McMinn County who makes her headquarters at the school and gives instruction in cooking and sewing twice a week.

Financial, 1913-14.—The income of the school amounted to about \$2,000, of which \$1,710 was from the United Presbyterian Board and \$290 from tuition; practically all of this was expended for salaries.

Plant.—Estimated value, \$5,500. The plant consists of a city lot, a two-story frame building in good condition, and fairly satisfactory equipment.

Recommendations.—1. That the school be made a county training school.

2. That simple industrial work for boys be added.

Date of visit: February, 1915.

McMINN COUNTY—RICEVILLE.

WALLACE GRAMMAR SCHOOL.

Principal: W. P. Ware.

An elementary day school owned and supported by the Board of Freedmen's Missions of the United Presbyterian Church and receiving the town appropriation for Negro schools. The 50 pupils in attendance were taught in an old church building by the principal and two women assistants. This school is doing a needed work under adverse conditions.

Financial, 1914-15.—The reported income was \$1,500. Of this \$1,000 was from the United Presbyterian Board, \$250 from tuition, and \$250 from the county. Of the expenditures, salaries amounted to \$1,370 and other expenses to \$130.

Plant.—Estimated value, \$1,200. Of this \$200 is in land, \$900 in building, and \$100 in equipment. The land comprises about three-fourths of an acre. The schoolhouse is an old church building partitioned off into two rooms.

Recommendation.—The physical equipment of the school should be improved and simple industrial work introduced.

Date of visit: February, 1915.

SULLIVAN COUNTY—BRISTOL.

BRISTOL NORMAL INSTITUTE.

Principal: F. W. Woodfink.

An elementary day school with good equipment inadequately used. It was founded in 1900 by the Board of Freedmen's Missions of the United Presbyterian Church, and is owned and supported by that board. Of the 64 pupils in attendance 6 were in the ninth and tenth grades. There were six colored teachers, of whom five were women. Two teachers give part time to girls' industries.

Financial, 1913-14.—The income reported was \$2,700, of which \$2,500 was from the United Presbyterian Board and \$200 from tuition. The expenditures were: Salaries, \$2,200; other expenses, \$500.

Plant.—Estimated value, \$10,500. The land, a city lot, is valued at \$1,000, the building at \$9,000, and the movable equipment at \$500. The building is a well-built two-story brick structure with large well lighted classrooms. The classrooms have patent desks and are otherwise well equipped.

*Recommendation.*¹—This school should be combined with some other school in order to make adequate use of the good building and equipment.

Date of visit: February, 1915.

SCHOOLS OF MISCELLANEOUS OWNERSHIP.

In addition to the schools already described, there are five small schools in Tennessee. One is owned by an independent board of trustees and one each by the Episcopal, Christian, Christian Alliance, and African Methodist Episcopal Zion denominations.

GREENE COUNTY—GREENEVILLE.

GREENEVILLE COLLEGE.

Principal: Reverend Huff.

This school had just been built in a small town which already had a good three-teacher public school. It had only 18 pupils present on day of visit. It is operated by the local conference of the African Methodist Episcopal Zion Church.

Financial, 1913-14.—The income was about \$500, all of which is from tuition and the church. Practically all of this was spent for teachers' salaries.

Plant.—Estimated value, \$5,500. The plant consists of a large town lot, one frame building, and meager equipment for classrooms.

Recommendation.—That the plant and income be combined with the resources of the public schools.

Date of visit: February, 1915.

¹ It is reported that since date of visit combination with the public school has been effected.

HAYWOOD COUNTY—KEELING.

HOFFMAN-ST. MARY'S INDUSTRIAL INSTITUTE.

Principal: E. T. Denbey.

A small elementary school with limited equipment. Good home training is given.

The school was founded in 1912 by the Tennessee Episcopal diocese and it is under the control of the bishop. The attendance was 32 elementary pupils, 22 of whom were boarders. The reported enrollment for the year was 45. There are four colored teachers, of whom three were women. Good elementary work is done.

Financial, 1913-14.—The income amounted to \$1,182, of which \$482 was from donations, \$400 from the Episcopal Board, and \$300 from tuition. Of this, \$650 was expended for salaries, \$400 for supplies, and \$132 for incidentals.

Plant.—Estimated value, \$4,000. The plant consists of 100 acres of land, a small frame building, and equipment valued at \$500. Very little of the land is used, but the plan is to hold it with a view to building an industrial and agricultural school. The cooking and sewing equipment is limited.

Recommendations.—1. That the plant be extended so that more pupils may be accommodated.

2. That gardening and simple industrial work be added.

Date of visit: March, 1915.

SHELBY COUNTY—MEMPHIS.

UNIVERSITY OF WEST TENNESSEE.

President: M. V. Lynk.

A school operated for profit by a private corporation. It claims to teach courses in medicine, pharmacy, dentistry, and automobile engineering. The buildings were very dirty and the equipment and teaching force inadequate.

Attendance.—Total, 51. Of the pupils in attendance, 34 were medical, 7 dental, 5 pharmaceutical, and 5 in the "school of automobile engineering." As 29 were seniors it seems that the future enrollment will be very small.

Teachers.—Total, 3; all colored men. In addition some of the Memphis colored physicians lecture irregularly.

Organization.—All the class instruction was given in one room. The laboratory work occupied two small rooms. There were only one or two charts and four microscopes, of which two were out of commission. One filthy room with four chairs constituted the dental department. The dissecting room was the attic of a small barn or out-building. The so-called "automobile engineering" consisted of tinkering with two old automobiles.

Financial, 1913-14.—As far as could be determined the income amounted to approximately \$8,000, of which \$5,000 was from tuition and fees and \$3,000 from donations. No statement of expenditures could be obtained, but the president stated that about \$3,500 was expended for salaries and the remainder of the income for equipment and running expenses.

Plant.—Estimated value, \$31,000. Of this, \$30,000 was in land and buildings and \$1,000 in equipment. The school owns about an acre of city property, four frame buildings, and one brick-veneer building.

Recommendation.—This school should not expect other than local support.

Date of visit: March, 1915.

SHELBY COUNTY—WHITE STATION.

SANDERLIN ACADEMY.

Principal: A. J. Sanderlin.

A poorly-managed elementary school taught by three teachers.

The school was founded and is controlled by the Mission Board of the Advent Christian Church. The attendance is about 60, all elementary. There were 20 boarders at the school. A little instruction in cooking and sewing is provided.

Financial, 1913-14.—The income amounted to about \$1,500 and was derived from the Christian Advent Church and tuition.

Plant.—Estimated value, \$2,500. The plant consists of 13 acres of land about 11 miles from Memphis, two frame buildings, one for classrooms and one for girls' dormitory. A small frame building is used for boys' rooms. The entire plant is crude and poorly kept.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visit: February, 1915.

WASHINGTON COUNTY—JONESBORO.

TENNESSEE CHRISTIAN INSTITUTE.

Principal: H. D. Griffin.

A small elementary school owned and operated by the Christian Woman's Board of Missions Church. The 61 pupils are taught by four colored teachers in an old, poorly kept brick building. There were 10 girls boarding at the school. The support, amounting to about \$1,730, is derived from the Woman's Board of Missions, donations, and tuition.

The plant, estimated value \$3,750, consists of a town lot, a two-story brick building, a small frame cottage used for girls' dormitory and meager equipment for classrooms and dormitory.

Recommendation.—There is present need for this school, but with the development of the public schools it should be made part of the public-school system.

Date of visit: February, 1915.

XVIII. TEXAS.

SCHOOL FACILITIES IN THE STATE.

There are 690,049 colored people in Texas, forming 17.7 per cent of the total population. They constitute 23.3 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 6.6 per cent between 1900 and 1910. As farmers, renting and owning land, they have charge of 4,264,198 acres; as farm laborers, they undoubtedly cultivate a much larger area. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 24.6 per cent of the colored people 10 years of age and over and 10.2 per cent of the children 10 to 14 years of age, and the death rate is very high. In view of these facts it is important to note the following summary of the public-school facilities and educational needs of Texas as they are shown in the reports of the United States census and the State superintendent of education.

	White.	Negro.
Population, 1910.	3, 204, 848	690, 049
Children 6 to 14 years of age in State, 1910.	699, 414	159, 597
Children 6 to 14 years of age in 115 counties ¹	485, 552	157, 671
Teachers' salaries in public schools, 1909-10 ¹	\$4, 892, 836	\$904, 335
Teachers' salaries per child 6 to 14 ¹	\$10. 08	\$5. 74
Percentage illiterate, 1910.	6. 6	24. 6
Percentage living in rural communities, 1910.	76. 3	74. 1

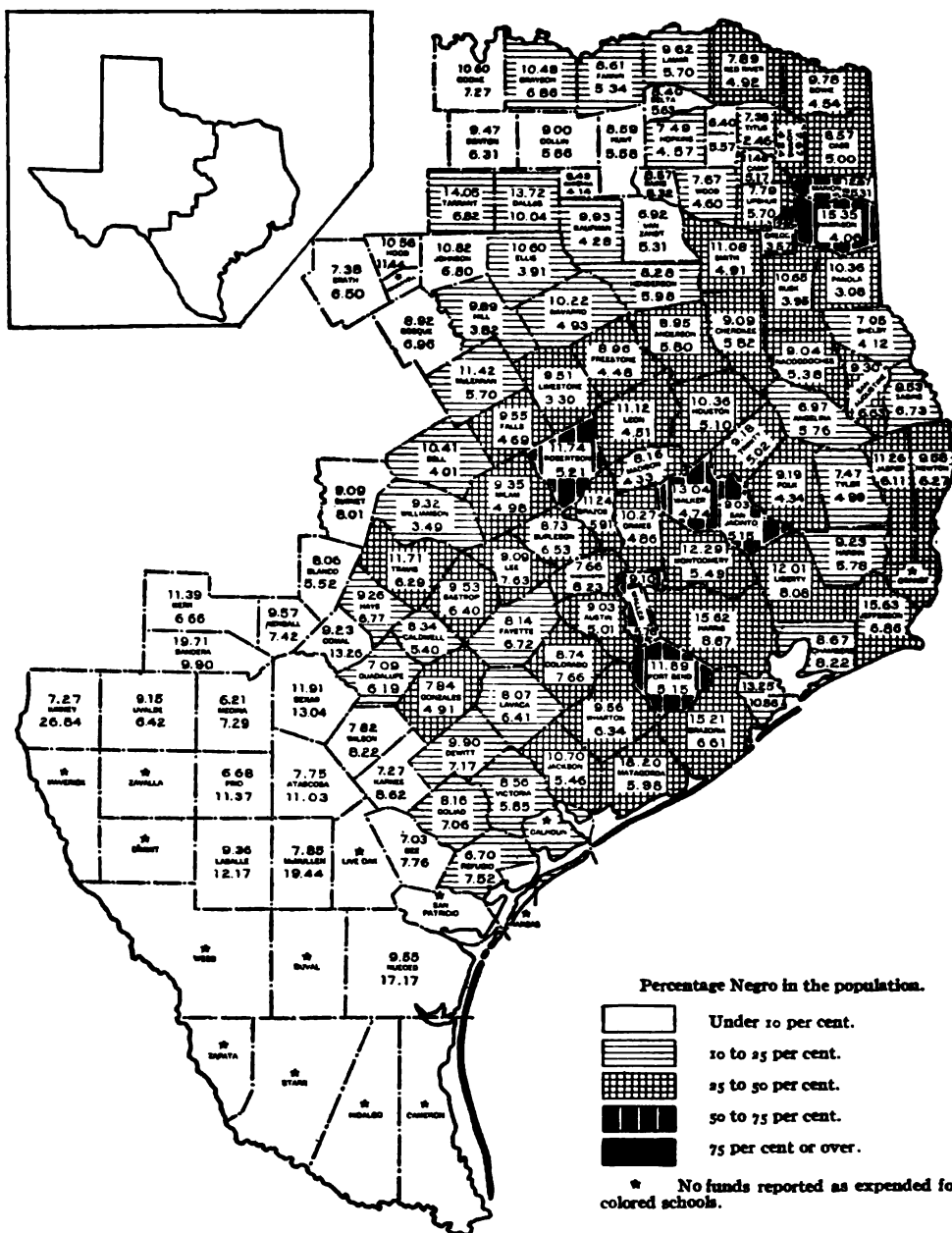
Public appropriations.—The public-school teachers of eastern Texas received \$5,797,171 in salaries in 1909-10. Of this sum, \$4,892,836 was for the teachers of 485,552 white children and \$904,335 for the teachers of 157,671 colored children. On a per capita basis this is \$10.08 for each white child of school age and \$5.74 for each colored child.¹ Map 27 presents these per capita figures for each county in eastern Texas, the proportion of Negroes being indicated by the shading. The inequalities are greatest in counties with the largest proportion of Negroes. The per capita sums for white children decrease and those for colored children increase with considerable regularity as the proportion of Negroes becomes smaller. The extent of this regularity appears in the following table, which shows the per capita expenditures for county groups based on the percentage of Negro population:

County groups, percentage of Negroes in the population. ¹	White school population.	Negro school population.	Per capita white.	Per capita Negro. ²
Counties under 10 per cent.	128, 855	7, 676	9. 19	8. 83
Counties 10 to 25 per cent.	188, 650	44, 376	10. 26	5. 90
Counties 25 to 50 per cent.	155, 094	84, 838	10. 39	5. 62
Counties 50 to 75 per cent.	12, 953	20, 781	12. 44	4. 71

The high per capita cost for white children in the "black belt" counties is partly explained by the fact that in these counties they are few in number and widely scattered. To the appropriations for white public schools the State added \$667,652 to maintain

¹ Only the 115 counties in East Texas which report colored schools are included. The colored population of West Texas is very small, and there were only 1,926 colored children in that section of the State in 1910. The salary figures are based on the State report for 1911. Although the appropriations for colored schools have increased since 1911, the salaries of white teachers have increased much more rapidly than those of colored teachers.

² For 115 counties of Eastern Texas.



MAP 27.—PER CAPITA EXPENDITURES FOR WHITE AND COLORED CHILDREN IN TEXAS ON THE BASIS OF TEACHERS' SALARIES.

The upper figure in each county is for white children, the lower for colored. The shading indicates the percentage of Negroes in the total population.

five normal schools and two institutions of higher learning. To the appropriation for colored public schools the State added \$37,485 to maintain the Prairie View Normal and Industrial Institute, which receives the Federal appropriation.

Private financial aid.—The private schools have a property valuation of \$1,194,160, an annual income of \$131,508, and an attendance of 3,757 pupils, of whom 2,756 are in elementary grades. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. The income of the 17 large private white schools, however, as reported to the Bureau of Education, was \$1,052,017, compared with \$131,508 for all colored private schools. A summary of the income and property of the private and higher colored schools, grouped according to the ownership, is given in the following table:

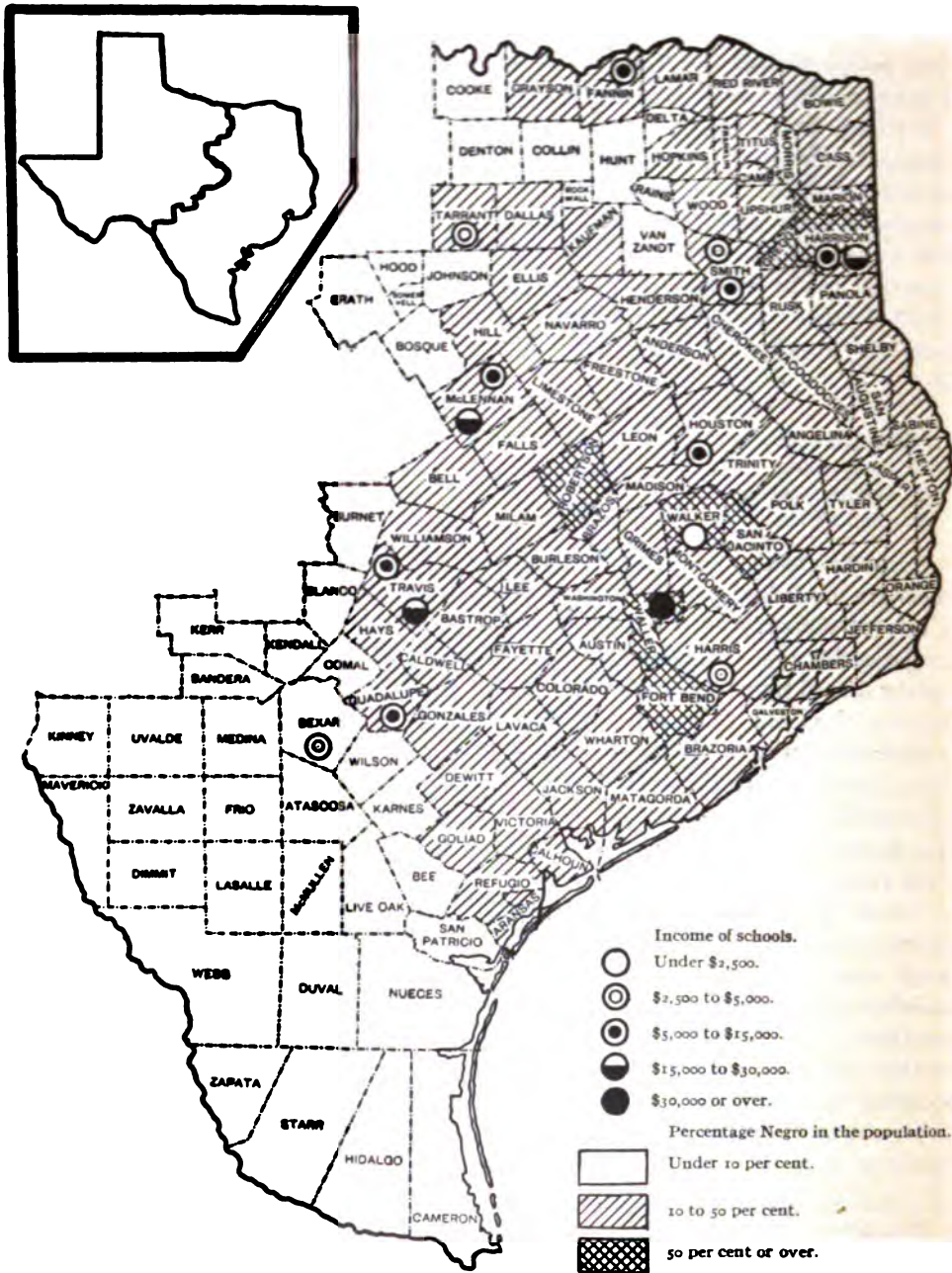
	Number of schools.	Annual income.	Value of property.
Total private schools.....	29	\$131, 508	\$1, 194, 160
Independent.....	4	10, 364	42, 000
Denominational.....	25	121, 144	1, 152, 160
State and Federal.....	1	49, 985	237, 200

According to this table the annual income and property value of the denominational schools are much higher than those of the independent schools. The annual income of the colored schools owned by denominations whose membership is white or largely so aggregates \$81,175, as against \$39,969 for those of the colored denominations. The property owned by white denominations is valued at \$817,435 and that owned by the colored at \$334,725. Some of the schools owned by white denominations receive considerable support from their colored members. The statistics of private schools are in striking contrast with those of the State and Federal school, with an income of \$49,985 and property valuation of \$237,200. In addition to the private aid reported in the table, about \$2,697 was appropriated for general supervision and special phases of education by the Jeanes Fund and the Slater Fund.

While the total number of private schools is 29, only 17 of these schools play any important part in the educational activities of the State. Some of the remaining 11 schools may be justified on denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The schools of the first group are described under their respective counties and their location shown on Map 28. The schools of the second group are summarized according to ownership and discussed at the end of this chapter. The attendance of the private and higher colored schools, by ownership groups, is indicated in the following statement:

Ownership of colored schools.	Number of schools.	Total attendance.	Elemen- tary.	Secondary.
Total private schools.....	29	¹ 3, 757	2, 756	872
Independent.....	4	363	317	46
Denominational.....	25	¹ 3, 394	2, 439	826
State and Federal.....	1	552	115	437

¹ Includes 129 college students, distributed as follows: Bishop College, 42; Wiley College, 38; Samuel Huston College, 18; Tillotson College, 18; Paul Quinn, 13.



MAP 28.—PRIVATE SCHOOLS FOR NEGROES IN TEXAS.

The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that only 872 of their pupils are of secondary grade and 129 in college classes.

Attendance.—The United States census reported 159,597 colored children 6 to 14 years of age, of whom 103,014 were attending school. The majority of secondary pupils in Texas are in public schools. This is in striking contrast with most of the other Southern States, where the majority of secondary pupils are in private schools.

Elementary.—The inadequacy of the elementary-school system for colored children is indicated by the fact that the attendance in both public and private schools is less than 65 per cent of the children of elementary-school age. The 2,756 pupils in the private schools are fairly well taught but their number is only a small part of the 103,014 children attending schools and a still smaller fraction of the 159,597 children of elementary-school age.

Secondary.—Public high schools are maintained in all the cities and large towns of eastern Texas. Visits were made to 14 of these schools. Of these 11 maintain four-year courses. There are probably 25 or 30 other schools enrolling a few pupils above the elementary grade. The secondary work of these schools varies from a few subjects above the eighth grade to a two-year course.

Of the 2,555 secondary colored pupils in Texas, 872 are in 17 private schools. Four-year courses are maintained in 8 of the private schools, with an enrollment of 675 pupils. The secondary work of the remaining 7 schools varies from a few subjects above the elementary grades to a full three-year course. The courses of study of most of these schools follow closely the college preparatory or classical type. Many of them still require Greek and practically all of them make Latin the central subject.

College.—Five colored institutions in Texas offer limited college courses, with an aggregate attendance of 129 pupils. One other institution with inadequate teaching force and equipment offers a few college subjects. It is important to note that notwithstanding this small attendance, the four institutions offering college work are in two cities, two in Austin and two in Marshall. There is evident need of cooperation between the institutions located in the same city.

Teacher training.—The most urgent need of the colored schools of Texas is for trained teachers. The numerous summer schools held in the State are factors for improving the teachers now in service, and the Prairie View Normal and Industrial School offers fairly satisfactory teacher training, but the supply of new teachers now depends almost entirely upon the secondary schools. The public high schools, with an attendance between 2,200 and 2,500, are one of the chief sources of supply. None of the high schools offer teacher-training subjects, however. Only six of the private schools offer even a fairly adequate course in teacher training. Three others include one or two teacher-training subjects in their course. One county training school is being developed at Manor, Travis County. This school is a county school aided by the Slater Fund and the General Education Board. The graduating classes of all the schools offering teacher-

training subjects do not aggregate 250 pupils, an annual output obviously inadequate to meet the needs of a State with over 690,000 colored people and over 3,200 colored public-school teachers.

Industrial.—Although the State school at Prairie View has ample equipment for teaching trades, only a few pupils devote enough time to receive trade training. Most of the work is in the nature of manual training. Eight of the private schools offer fairly satisfactory industrial work in one or two lines. Seven others are making some effort to provide industrial courses. The work in manual training, cooking, and sewing in some of the public high schools is effectively done.

Agricultural.—Only the Prairie View Normal and Industrial School has the equipment and organization for agricultural training. Two of the private schools have farms on which the students work as laborers, but the educational value of this labor is doubtful. Practically no provision is made for systematic instruction in agriculture. Four of the private schools and some of the public high schools have courses in gardening.

Supervision.—No supervisor of Negro schools is employed. Summer schools were held by the State department of education in 18 places during the summer of 1915. Eight counties in the State have Jeanes Fund supervising industrial teachers who travel among the rural schools introducing industrial training and extending the influence of the school into the community. In 1915 the Jeanes Fund appropriated about \$2,198, the counties gave \$300, and the supervisors raised about \$697 by appeals to the people.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary-school system. The only agencies able to meet this need are the State, the county, and the local public-school districts.

2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be developed and private schools should cooperate with the State department of education by placing more emphasis on teacher training in accordance with State standards.

3. More provision for instruction in gardening, household arts, and simple industries. In developing this work the counties should realize the possibilities of the Jeanes Fund supervising industrial teachers.

4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 80 per cent rural.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

BEXAR COUNTY.

Only 19.3 per cent of the population of the county is rural. There are no private schools for colored people outside of the city of San Antonio.

SAN ANTONIO.

	White.	Negro.
Population, 1910.....	85,801	10,716
Children 6 to 14 years of age, 1910.....	15,046	1,717
Teachers' salaries in public schools, 1914-15.....	\$341,750	\$33,754
Teachers' salaries per child 6 to 14 in city.....	\$22.71	\$19.66
Percentage illiterate, 1910.....	9.6	13.2

There are 29 schools for white pupils and 4 for colored. The number of teachers is 400 in white schools and 36 in colored schools. The average attendance is 10,772 white pupils and 946 colored pupils.

The schools of San Antonio are doing good work. In addition to the elementary schools an excellent city high school is provided. The St. Philip's Industrial Academy would serve a more useful purpose if it were moved to a section where its facilities are more needed.

SAN ANTONIO PUBLIC HIGH SCHOOL.

Principal: S. J. Sutton.

A public high school offering four years of secondary work with unusually good facilities for industrial training. The sixth and seventh grades are taught in the same building.

Attendance.—Secondary, 85; male 34, female 51. There were 121 pupils in the sixth and seventh grades.

Teachers.—Secondary, 9; all colored; male 4, female 5. Of these, 4 are industrial teachers. There were also 4 teachers for the elementary grades.

Organization.—Secondary: A thoroughly modern secondary course is offered. The plan of semiannual promotions is followed. English is the only subject required of all pupils; three years of this subject are prescribed. Students take four subjects each year, the most popular course being: English, history, mathematics, and industries. The other subjects, with the number of pupils in attendance, were: Latin, 24 pupils; physiology, 21; physics, 13; civics, 9; chemistry, 7.

Industrial: Although the industrial subjects are not required, practically all students take them. The high-school students devote two periods a day to this work. The industrial work for girls is especially good, including cooking, sewing, and a toilet arts course designed to give training in manicuring and hairdressing. The boys take wood-working, ironwork, and pipe fitting. Eighteen boys take cooking.

Plant.—Estimated value, \$58,000. Land, estimated value, \$5,000. The school is located on a city lot.

Buildings: Estimated value, \$49,500. All the buildings are of brick and thoroughly modern. The main building cost \$41,000. Of this sum, \$25,000 came from the sale of real estate owned by the Freedmen's Bureau. The woodworking shop is in the basement of the main building. The girls' industrial building is a four-room structure valued at \$6,500. The blacksmith shop is a one-room building valued at \$2,000.

Movable equipment: Estimated value, \$3,500. The classroom and industrial equipment is good.

Date of visit: December, 1915.

ST. PHILIP'S NORMAL AND INDUSTRIAL SCHOOL.

Principal: Miss A. Bowden.

A girls' school of elementary grade with a few pupils in secondary classes and a small number of boarders. Instruction in cooking and sewing is provided. The institution is soon to be moved to a suburban community of colored people.

The school began as a Saturday sewing class conducted by the St. Philip's Church for colored people. It is now owned by the Episcopal diocese of west Texas and is largely supported by the board of missions of the Protestant Episcopal Church.

Attendance.—Total, 73; elementary 68, secondary 5. All but 24 of the pupils are from San Antonio.

Teachers.—Total, 4; all colored; all female. There were two additional part-time teachers.

Financial, 1913-14.—As far as could be determined the more important financial items were—

Income, excluding noneducational receipts.....	\$2,500
Expenditures.....	2,500
Value of plant.....	25,000

Sources of income: Episcopal Board, \$1,800; northern friends, \$400; special donation, \$200; other sources, \$100. The noneducational receipts were from the boarding department. The entire income of the department was used for its maintenance.

Items of expenditure: Teachers' salaries, \$2,000; running expenses, \$500.

Plant.—Land: Estimated value, \$2,000. The land comprises a part of a city block.

Buildings: Estimated value, \$18,000. There are four buildings. The main building, a two-story brick structure, contains classrooms. The other buildings are the teachers' cottage, a small dormitory, and the laundry.

Movable equipment.—Estimated value, \$5,000. The equipment consists of dormitory furniture, and fairly good classroom and domestic science equipment.

Recommendations.—1. That the officers of the institution be encouraged in the plan to move the school to a suburban community and adapt the work to the needs of rural pupils.

2. That the theory and practice of gardening be made a part of the regular course.¹

Date of visit: March, 1914. Facts verified, 1915.

FANNIN COUNTY.

	White.	Negro.
Population, 1910.....	39,435	5,366
Children 6 to 14 years of age, 1910.....	8,945	1,232
Teachers' salaries in public schools, 1909-10.....	\$77,068	\$6,576
Teachers' salaries per child, 6 to 14, in county.....	\$8.61	\$5.34
Percentage illiterate, 1910.....	3.6	25.7

¹ See recommendations in summary chapter.

The rural population is 89.2 per cent of the total. The average attendance, according to the census of 1910, is 6,950 white pupils and 852 colored pupils.

These statistics indicate the need for increased public-school facilities. The Farmers' Improvement Agricultural College is a central institution where pupils may supplement the training received in the rural schools.

LADONIA.

FARMERS' IMPROVEMENT SOCIETY AGRICULTURAL COLLEGE.

Principal: W. H. McClellan.

A school of elementary grade with some pupils in secondary subjects. It is located in a rural community and effort has been made to adapt the educational activities to rural needs.

The school was founded in 1906 by R. L. Smith, the president and founder of the Farmers' Improvement Society. This organization owns the school and elects its trustees. President Smith visits the school regularly.

Attendance.—Total, 71; elementary 52, secondary 19. Practically all pupils board at the school. The reported enrollment for the year was 150.

Teachers.—Total, 8; all colored; male 3, female 5.

Organization.—The classroom instruction is largely elementary. Some instruction in secondary subjects and teacher training is provided. Classes in agriculture, cooking, and sewing are maintained. The pupils assist in the farm activities and household work.

Financial, 1912-13.—Full records of the financial operations are kept but the method is unsystematic. The more important items for the year were:

Income, excluding noneducational receipts.....	\$5, 128
Expenditures, less noneducational receipts.....	5, 122
Value of plant.....	18,000

Sources of income: Farmers' Improvement Society, \$2,680; donations, \$1,150; tuition and fees, \$678; Jeanes and Slater Funds, \$620. The noneducational receipts amounted to \$4,386, of which \$4,251 was from the boarding department and \$135 from the farm.

Items of expenditure: Boarding department supplies, \$3,440; salaries, \$2,895; repairs and additions to buildings, \$2,123; equipment, \$538; power, light, and heat, \$491; other expenses, \$21.

Plant.—Land: Estimated value, \$4,000. The school owns 92 acres of land, of which 25 acres are under cultivation. About 5 acres are used for campus, and the remainder for pasture.

Buildings: Estimated value, \$11,000. There are four 2-story frame buildings, a small laundry, and a barn. The buildings are in good repair and well kept.

Movable equipment: Estimated value, \$3,000. The equipment consists of \$1,800 in furniture, \$1,000 in farm implements and live stock, and \$200 in books and other equipment.

Recommendations.—1. That the policy of adapting school work to the needs of a rural community be further developed.

2. That provision be made to teach manual training.¹

Date of visit: April, 1914. Facts verified, 1915.

¹ See recommendations in summary chapter, p. 22.

GUADALUPE COUNTY.

	White.	Negro.
Population, 1910.....	19, 219	5, 681
Children 6 to 14 years of age, 1910.....	4, 413	1, 486
Teachers' salaries in public schools, 1909-10.....	\$31, 293	\$9, 199
Teachers' salaries per child 6 to 14 in county.....	\$7. 09	\$6. 19
Percentage illiterate, 1910.....	12. 9	23. 2

The rural population is 87.5 per cent of the total. The average attendance, according to the census of 1910, is 2,234 white pupils and 1,048 colored pupils.

The public schools for colored people in Guadalupe County are fairly satisfactory. A Jeanes Fund supervising industrial teacher travels in the county and aids the teachers in rural schools to introduce industrial work and extend the influence of the schools into the community. Guadalupe College should be reorganized and should center its work on the secondary and teacher training courses.

SEQUIN.

GUADALUPE COLLEGE.¹

Principal: D. J. Hull.

A school of elementary grade with a few pupils in secondary subjects. It was founded in 1884 and is owned by the Baptist Missionary and Educational Convention of Texas.

Attendance.—Total, 86; elementary 57, secondary 29; male 38, female 48.

Teachers.—Total, 8; all colored; male 3, female 5.

Organization.—Elementary: The elementary work is done in three "preparatory" years and the first year of the "academic" department.

Secondary: The secondary work is confined to the last two "academic" years. The industrial work is optional and is limited to brief time in cooking, sewing, laundering, tailoring, and ironwork.

Financial, 1913-14.—Complete financial records are not kept at the school and no details of income or expenditure could be obtained from the treasurer, who resides in San Antonio, Tex. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$5, 000
Expenditures, less noneducational receipts.....	5, 000
Value of plant.....	50, 000

Sources of income: Baptist conferences, tuition, and fees, \$4,400; rent of farm, \$600. The noneducational receipts were from the boarding department and amounted to \$1,500.

Items of expenditure: Salaries, \$3,000; other expenses, \$3,500.

Plant.—Land: Estimated value, \$15,000. The campus comprises 5 acres of desirable property in the central part of the town. The school also owns a farm of 216 acres about 3 miles out. A large part of the farm is cultivated.

Buildings: Estimated value, \$32,000. There are three buildings and several small cottages. The main building is a large brick structure four stories high; the other buildings are frame structures. The rooms are fairly well kept, but the buildings are in bad repair.

¹ It is reported (1916) that the school has been reestablished on a farm 3 miles out of town.

Movable equipment: Estimated value, \$3,000. Of this \$2,000 is in furniture and classroom equipment and \$1,000 in farm implements and live stock.

Recommendations.—1. That the administration be strengthened.

2. That the arrangement of classes be simplified.

3. That teacher training and theory and practice of gardening be required subjects.¹

4. That a simple system of accounts be installed and the books audited annually by an accredited accountant.

Date of visit: March, 1914. Facts verified, 1915.

HARRIS COUNTY.

The rural population is 25.9 per cent of the total. The only private institution for colored people outside of Houston is the Dixon Gordon Orphan Home. This institution is described in the summary of small independent schools for Texas.

HOUSTON.

	White.	Negro.
Population, 1910.....	54,832	23,929
Children 6 to 14 years of age, 1910.....	8,285	3,569
Teachers' salaries in public schools, 1914-15.....	\$302,535	\$58,685
Teachers' salaries per child 6 to 14 in city.....	\$36.52	\$16.44
Percentage illiterate, 1910.....	1.8	16.4

There are 28 public schools for white pupils in Austin and 13 for colored. The number of teachers is 366 in white schools and 113 in colored schools. The average attendance is 9,548 white pupils and 2,761 colored pupils.

These statistics indicate that the public-school accommodations for colored people are fairly satisfactory. In addition to the elementary schools a good four-year public high school is maintained. Houston College should be reorganized to meet the needs of rural pupils.

HOUSTON PUBLIC HIGH SCHOOL.

Principal: J. D. Ryan.

A large public high school offering four years of secondary work with industrial training. The sixth and seventh grades are taught in the same building.

Attendance.—Secondary, 199; male 76, female 123.

Teachers.—Secondary, 7; all colored; male 4, female 3.

Organization.—The four high-school grades are well taught. The course includes: Latin, 4 years; English, 4; history and civics, 4; mathematics, 4; elementary science, 4. The equipment for teaching science is good.

Industrial: The industrial work for girls consists of cooking and sewing. For boys manual training and mechanical drawing are provided.

Plant.—Estimated value, \$41,500. The plant consists of a large city lot, two brick buildings, and excellent laboratory and shop equipment.

Dates of visits: March, 1914; December, 1915.

¹ See recommendations in summary chapter, p. 22..

HOUSTON COLLEGE.

President: J. T. Hodges.¹

An elementary school with a few secondary pupils, offering a limited amount of industrial work. The institution is fairly well managed, and the buildings are clean and well kept.

The school was founded in 1885 by the Baptist Missionary and Educational Association of Texas and is controlled by a board of colored trustees elected by that body. It receives aid from the American Baptist Home Mission Society.²

Attendance.—Total, 109; elementary 91, secondary 18.

Teachers.—Total, 9; all colored; male 4, female 5. One teacher gives full time and one part time to industrial work.

Organization.—Elementary: The eight elementary grades are well taught. A little instruction in cooking and sewing is provided for the girls and gardening for the boys.

Secondary: The subjects in the so-called "academy" course are: Latin, 3½ years; English, 2; mathematics, 4; chemistry, 2; physics, 2; biology, 1; geology, 1; history, 2½; Bible, 1½; music, 1½; methods, 2½; agriculture, ½; drawing, 1. Greek is elected by a majority of the secondary pupils. A few students take theology.

Financial, 1912-13.—The accounts are kept on a simple cash basis and the various transactions are not shown separately. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$4,254
Expenditures, less noneducational receipts.....	3,773
Indebtedness.....	3,000
Value of plant.....	30,000

Sources of income: Tuition and donations from colored people, \$3,279 (partly estimated); American Baptist Home Mission Society, \$500; State Baptist conventions, \$350; donations from white people, \$125. The total receipts from board, tuition, and donations from colored people, which could not be shown separately, amounted to \$6,279. It is estimated that of this sum \$3,000 was from the boarding department and this amount is excluded as noneducational receipts.

Items of expenditure: Salaries, \$2,529; expenses of boarding department, \$2,366; repairs and maintenance, \$900; other expenses, \$978.

Indebtedness: The indebtedness of \$3,000 was secured by a mortgage on the entire plant.

Plant.—Land: Estimated value, \$13,000. The school land comprises about four acres on the outskirts of the city, most of it used for campus. A small portion is used for school garden. Some effort has been made to beautify the grounds with shade trees and walks.

Buildings: Estimated value, \$11,500. The buildings are all of frame construction. They include the main school building, a three-story structure 40 by 70 feet; three 2-story buildings; a laundry and domestic science building; and a small cottage. Most of the buildings are painted and present a neat appearance.

Movable equipment: Estimated value, \$5,500. Of this, \$4,000 was in the power plant and shop equipment, and \$1,500 in furniture, books in library, and farm equipment.

¹ Elected since date of visit.

² This aid has been discontinued since date of visit.

Recommendations.—This school should increase its attendance from the rural districts and adapt its training to preparing teachers and other workers for rural schools. To this end provision should be made for teacher training, gardening and simple manual training.¹

Date of visit: March, 1914.

HARRISON COUNTY.

	White.	Negro.
Population, 1910.....	13, 544	23, 698
Children 6 to 14 years of age, 1910.....	2, 791	6, 189
Teachers' salaries in public schools, 1909-10.....	\$42, 860	\$25, 131
Teachers' salaries per child, 6 to 14, in county.....	\$15. 35	\$4. 06
Percentage illiterate, 1910.....	2. 9	27. 8

The rural population is 69.3 per cent of the total. The average attendance according to the census of 1910 is 2,100 white pupils and 3,987 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. A small public school doing about two years of high-school work is maintained at Jefferson. A fairly good city high school is also maintained by the city of Marshall. The two large private schools should both increase the emphasis on teacher training and extend their facilities for teaching agriculture and industry to the pupils who come from the rural district of the State; effort should be made to develop cooperation between them.

MARSHALL.

MARSHALL PUBLIC HIGH SCHOOL.

Principal: H. B. Pemberton.

A public high school offering four years of secondary work with good industrial training. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 142; male 42, female 100. The elementary enrollment was 712.

Teachers.—Secondary, 4; all colored; male 2, female 2. Four industrial teachers give part time to the high school. There were 9 teachers for the elementary grades.

Organization.—Secondary: The high-school subjects include: Latin, mathematics, history and civics, English, botany, physiology, and physics.

Industrial: A good course in cooking and sewing is provided for girls, and besides the usual manual training, the boys have shoe repairing. One period a day is given to the work. The teaching in both academic and industrial subjects is thorough.

Plant.—Estimated value, \$10,000. The plant consists of a city lot and 2 acres of rented land, together with two buildings, one of brick and one of frame. The equipment is good.

Date of visit: December, 1915.

¹ See recommendations in summary chapter, p. 22.

BISHOP COLLEGE.

President: C. H. Maxson.¹

A school of secondary and collegiate grade with an elementary department. The institution is well managed and the student records are kept with unusual care. The school is accredited by the Texas State board of examiners.

The school was founded in 1881 by the American Baptist Home Mission Society and receives support from that body. It has a board of trustees of northern and southern men.

Attendance.—Total, 371; elementary 176, secondary 153, collegiate 42. Of the pupils above elementary grades, 93 were male, 102 female, 172 were boarders, 30 were from Marshall, 118 from other places in Texas, and 47 were from other States. There were 74 pupils from farm homes. The reported enrollment for the year was 421.

Teachers and workers.—Total, 22; white 12, colored 10; male 6, female 16; grades 3, academic 10, music 3, girls' industries 2, boys' industries 1, administrative workers 3.

Organization.—Elementary: The elementary work covers the three upper elementary grades, which are well taught.

Secondary: Secondary work is given in two courses, the "college preparatory" course, enrolling 71 pupils, and the "normal" course, which enrolls 82. The "college preparatory" course includes: Latin, 4 years; mathematics, 3; English, 3; science, 4; history, 1½; Bible, 1½; economics, ½; bookkeeping, ½. In addition five pupils elect Greek, three geology, two chemistry, two typewriting, and two history. The normal course includes: Latin, 3 years; mathematics, 3½; English, 3; science, 4; history, 1; civics, ½; Bible, 1; psychology and education, 1½; methods and practice teaching, 2; bookkeeping, ½. Both secondary courses omit hygiene but place commendable emphasis on science.

College: The majority of the college students take the "scientific" course, which includes: English, 1 year; German, 2; mathematics, 2½; history, 1½; biology, 1; chemistry, 1; physics, 1; economics and sociology, 1; ethics, 1. A few students take the "classical" course, which comprises Greek, Latin, and German, omitting some of the science of the other course. The elective studies, enrolling two or three pupils each, are geology, astronomy, psychology, Bible, and Christian evidence. At the time the school was visited, several students in the freshman year were making up "conditions," and a few pupils were studying theological subjects in connection with their work in other departments.

Industrial: All pupils of the elementary and secondary grades are required to take some industrial work. Courses in cooking, sewing, and manual training are provided.

Financial, 1912-13.—The accounting system is well planned and effective and the books are carefully kept. Student accounts are handled through the deposit fund, which is a "students' bank." A bank book is provided each student and all student payments are made by check. Record of all transactions is kept by an extensive voucher system. The printed forms used reveal in great detail all the business activities of the school. The more important items for the year were:

Income, excluding noneducational receipts.....	\$19, 247
Expenditures, less noneducational receipts.....	18, 537
Value of school property.....	314, 935

¹ White.

Sources of income: American Baptist Home Mission Society and endowment funds, \$12,238; tuition and fees, \$5,327; Slater Fund, \$1,000; general donations, \$682. The noneducational receipts amounted to \$25,957. Of this, \$23,044 was from the boarding department, \$1,958 from sale of books and music, \$826 from the printing office and shop, and \$129 from the farm.

Items of expenditure: Supplies and labor in boarding department, \$14,457; salaries, all departments, \$13,198; supplies and material, \$4,137;¹ power, light and heat, \$3,422; repairs, \$2,620; equipment for boarding department, \$2,465; books for sale, \$1,570; student labor, \$1,280;¹ equipment, \$783;¹ advertising and soliciting, \$345; outside labor, \$217.¹

School property: Of the school property, \$302,125 was in the school plant, \$12,000 in endowment, and \$810 in cash on hand.

Plant.—Land: Estimated value, \$125,000. The grounds comprise 23 acres in the residential section of the town. Only a small portion of the land is used for agricultural purposes. The campus is well kept and presents a neat appearance.

Buildings: Estimated value, \$155,000. Of the larger buildings, the three dormitories, the recitation and manual training buildings are brick structures. The president's house is a large old-fashioned brick mansion of colonial design. A brick building houses the steam plant and laundry. There are three frame cottages. Most of the buildings are in good repair, well protected against fire, and clean and sanitary. Three of the older buildings, however, are of poor design, poorly lighted, and with damp basements.

Movable equipment: Estimated value, \$22,125. Of this, \$12,000 is in furniture for dormitories and classrooms, \$5,000 is in library books and fixtures, \$3,000 in scientific apparatus, \$2,000 in shop furnishings, and \$125 in farm implements.

Recommendations.—1. That the financial support be increased so that the work of the institution may be strengthened and enlarged.

2. That more time be given to history and social studies.

3. That the theory and practice of gardening be made a part of the regular course.²

Dates of visits: March, 1914; March, 1915; December, 1915.

WILEY COLLEGE.

President: M. W. Dogan.

A school of secondary grade with pupils in college classes and a large elementary enrollment. The student body is promising. The strong management is handicapped by an organization too elaborate for the resources of the institution. The school is recognized by the State boards of examiners of Texas and Louisiana. The work of King Home is an integral part of the educational activities of the college.

The institution was founded in 1873 by the Freedmen's Aid Society of the Methodist Episcopal Church and chartered in 1882. It is owned and supervised by the society.

Attendance.—Total, 384; elementary 176, secondary 170, college classes 38. Of the pupils above the elementary grades, 89 were male and 119 were female; 156 were boarders. Of those reporting home addresses, 37 were from Marshall, 118 from other

¹ Exclusive of boarding department.

² See recommendations in summary chapter, p. 22.

places in Texas, and 53 from other States. There were 54 from farm homes. The reported enrollment for the year was 439.

Teachers and workers.—Total, 26; all colored; male 14, female 12; elementary 4; academic 8, industrial 3, music 5, matrons 2, others 4.¹

Organization.—Elementary: Elementary work is done in the English department, which includes the fifth, sixth, seventh, and eighth grades.

Secondary: The course of study is based on that prepared by the Freedmen's Aid Society, with increased emphasis on the classical studies. The work is divided into two courses, college preparatory and normal, the former enrolling 86 pupils and the latter 84 pupils. The subjects of the college preparatory course are: Latin, 4 years; Greek, 2; mathematics, $3\frac{1}{2}$; English, 3; elementary science, 3; history, 2. Brief time is given to Bible and civics. The normal course includes: English, 4 years; mathematics, 3; Latin, 3; science, 2; and a small amount of agriculture, physiology, and teacher-training subjects.

College classes: The program of college studies provides excessive time for foreign languages. In the freshman and sophomore classes practically all pupils are taking 10 periods a week of languages and a few report 14 periods. The ages of some pupils in this department indicate that entrance requirements are not strictly enforced. The effort to maintain a college department with only eight teachers, and these already overburdened with secondary work, is not justified.

Music: A department of "musical art" with three teachers is outlined in the catalogue. In view of the limited force of teachers in the academic and industrial departments, the maintenance of three teachers of music is unusual.

Industrial:² The courses in tailoring, printing, and manual training for boys are ineffective. The teachers are poorly prepared. The time allowed is insufficient and almost entirely confined to the elementary classes. Cooking and sewing are effectively taught at King Home.

Financial, 1912-13.—The books are carefully kept in accordance with the system of the Freedmen's Aid Society. The more important items for the year were:

Income, excluding noneducational receipts.....	\$10,420
Expenditures, less noneducational receipts.....	9,920
Value of plant.....	197,000

Sources of income: Freedmen's Aid Society, \$4,950; tuition and fees, \$4,870; Slater Fund, \$600. The noneducational receipts were from the boarding department and amount to \$11,875. In addition to the income and expenditure for educational purposes \$2,948 was raised, mostly from colored churches, for the new boys' dormitory.

Items of expenditure: Salaries, \$10,423; supplies for boarding department, \$4,523; student labor, \$1,313; equipment, \$962; power, light, heat, and water, \$749; repairs, \$746; interest, taxes, and insurance, \$739; advertising and soliciting funds, \$220; other expenses (chiefly on new building), \$1,182. The cash balance at the end of the year amounted to \$500.

Plant.—Land: Estimated value, \$48,000. The land comprises about 60 acres, with 10 acres used for campus, 15 acres rented out, about 8 acres cultivated by the school, and 27 acres in pasture. The campus was well kept and presented a neat appearance.

¹ King Home workers are not included.

² Following the loss of the industrial building through fire in 1915, the industrial courses have been given up and gardening substitute.

Buildings: Estimated value, \$135,000. The buildings consist of the main hall, a brick structure four stories high, used for dining room, chapel, and girls' dormitory; two small two-story brick buildings used for classrooms; two frame buildings used for classrooms and girls' dormitories; a laundry and bathhouse; three frame cottages used by teachers; a large two-story frame house used for president's home; the Carnegie Library; and the new boys' dormitory, a three-story brick building in course of erection. The president's home was built by contributions from students' friends and the Texas Church Conferences. The library is the result of a gift of \$15,000 by Andrew Carnegie. It is of neat design, two stories high, and one of the best libraries in colored schools. Most of the buildings are lighted by the school electrical plant.

Movable equipment: Estimated value, \$14,000. Furniture, \$5,000; library books, \$4,500; equipment of laundry and electric plant, \$3,400; farm equipment and live stock, \$600; scientific apparatus, \$500.

Recommendations.—1. That college classes be restricted to work of junior college grade until the secondary course is on a sound basis.

2. That a teacher-training course with ample practice teaching be developed.

3. That courses in elementary science, history, and social studies be strengthened.

4. That the theory and practice of gardening and the industrial courses be made effective.¹

Dates of visits: March, 1914; March, 1915; December, 1915.

KING INDUSTRIAL HOME OF WILEY COLLEGE.

Superintendent: Miss Gertrude Burkhardt.²

A home school for girls owned and managed by the Woman's Home Missionary Society of the Methodist Episcopal Church. It is well managed and its work is effective. It forms a part of the educational activities of Wiley College.

Attendance.—Total, 35; all boarders.

Teachers.—Total, 4; white 2, colored 2.

Organization.—The girls boarding in the home receive training in household care and attend classes at Wiley College. Courses in cooking, sewing, and millinery are also given for the girls in Wiley College.

Financial, 1913-14.—The income amounted to \$2,308, practically all from the Woman's Home Mission Society. Of this, \$1,160 was expended for salaries and the remainder for running expenses.

Plant.—Estimated value, \$7,000. The plant consists of about 2 acres of land, a neat two-story frame building, and fairly good furniture and domestic-science equipment. The premises are well kept.

Recommendations.—1. That the work be encouraged and made a more vital part of Wiley College.

2. That the domestic science equipment be increased.

Dates of visits: March, 1914; March, 1915; December, 1915.

¹ See recommendations in summary chapter, p. 22.

² White.

HOUSTON COUNTY..

	White.	Negro.
Population, 1910.....	17,016	12,548
Children 6 to 14 years of age, 1910.....	3,894	3,201
Teachers' salaries in public schools, 1909-10.....	\$40,362	\$16,330
Teachers' salaries per child 6 to 14 in county.....	\$10.36	\$5.10
Percentage illiterate, 1910.....	3.8	21.6

The rural population is 86.6 per cent of the total. The average attendance, according to the census of 1910, is 2,757 white pupils and 1,779 colored pupils.

These statistics indicate the need for additional public-school facilities. The work of the public schools should be extended and strengthened. The Mary Allen Seminary does not enter into the local situation to a great extent, since its pupils are all boarders.

CROCKETT.

MARY ALLEN SEMINARY.

President: H. P. V. Bogue.¹

A girls' school of elementary and secondary grade. The teaching is effective.

The school was founded in 1887 by the Presbyterian Board of Missions for Freedmen and owned and controlled by that board.

Attendance.—Total, 115; elementary 88, secondary 27. Of the pupils reporting home address, 3 were from Crockett, 45 from other places in Texas, and 2 from other States.

Teachers.—Total, 13; all white, male 1, female 12. The teachers are well trained and earnest.

Organization.—Elementary: Pupils are admitted as low as the third grade. The four grades and the first year of the "normal" department are elementary.

Secondary: Secondary work is done in the last three years of the "normal" course. The subjects are: English, 1 year; mathematics, 2; elementary science, 2; history, 1; Bible, $\frac{1}{2}$; teacher-training, 1; agriculture, $\frac{1}{2}$; and bookkeeping, $\frac{1}{2}$.

Industrial: Good instruction in cooking and sewing is provided and the work is related to the boarding department. The dormitory life of the girls affords considerable training in home activities.

Financial, 1912-13.—The books are kept in accordance with the system required by the Presbyterian Board. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$10,979
Expenditures, less noneducational receipts.....	13,426
Value of plant.....	60,000

Sources of income: Presbyterian Board, \$7,166; tuition and fees, \$2,237; miscellaneous, \$1,576. The noneducational receipts were from the boarding department and amounted to \$4,000.

Items of expenditure: Salaries, \$5,527; supplies for boarding department, \$4,105; farm labor and material, \$1,748; repairs and additions, \$1,453; furniture and equipment, \$823; payment on debt, \$714; power, light, and heat, \$676; other expenses,

¹ White.

\$2,380. In addition the Presbyterian Board appropriated about \$5,000 for building purposes and to meet the deficit of \$2,447.

Plant.—Land: Estimated value, \$10,000. The land comprises 280 acres, a large portion of which is cultivated. The products are used by the school. The school grounds present a neat appearance.

Buildings: Estimated value, \$48,000. There are two large brick buildings, used for school purposes and dormitories. There are also two frame buildings and a barn. The buildings are in good condition.

Movable equipment: Estimated value, \$2,000. The movable equipment consists of furniture for classrooms and dormitories.

Recommendations.—1. That efforts be made to gain for the institution larger recognition from the school authorities of the State.

2. That the teachers enlarge their contact with the schools of the county and the State.

3. That teacher training and the theory and practice of gardening receive greater emphasis.¹

Date of visit: March, 1914. Facts verified, 1915.

McLENNAN COUNTY.

The population of the county is 59.9 per cent rural. There are no private schools in the county outside of the city of Waco.

WACO.

	White.	Negro.
Population, 1910.....	20, 333	6, 067
Children 6 to 14 years of age, 1910.....	3, 753	1, 056
Teachers' salaries in public schools, 1914-15.....	\$148, 422	\$13, 522
Teachers' salaries per child 6 to 14 in city.....	\$39. 50	\$12. 80
Percentage illiterate, 1910.....	1. 4	16. 8

There are 14 schools for white pupils and 4 for colored. The number of teachers is 182 in white schools and 27 in colored schools. The average attendance is 4,693 white pupils and 893 colored pupils.

These statistics indicate that the public schools of Waco are fairly satisfactory. In addition to the elementary facilities a good high school is provided. The private schools should discontinue the lower elementary grades as rapidly as possible. Paul Quinn College should be reorganized so as to provide better secondary and teacher-training facilities. Central Texas College could be developed as a central institution where pupils may supplement the training received in the rural schools of the county.

WACO PUBLIC HIGH SCHOOL.

Principal: J. A. Kirk.

A city high school offering four years of secondary work with industrial training. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 69; male 16, female 53. The elementary enrollment was 517.

Teachers.—Secondary, 5; all colored; male 4, female 1. All the teachers are fairly well trained. There were 10 teachers for the elementary grades.

¹ See recommendations in summary chapter, p. 22.

Organization.—More than half the high school students are in the first two years of the course. The time devoted to high-school subjects is as follows: English, 3 years; mathematics, 5; Latin, 4; physical geography, $\frac{1}{2}$; physics, 1; chemistry, 1; biology, 1; history, 3; civics, $\frac{1}{2}$; manual training, 2; domestic science and art, 2.

Industrial: Industrial training begins in the sixth grade. Five periods a week are given to this work throughout the high-school course. Good work in sewing is done, but the cooking is hampered by lack of facilities. There is no way to heat the woodshop. The teacher explained the shortage of tools by saying that the shop had been broken into some time before and most of the tools stolen.

Plant.—Estimated value, \$14,700. Land: Estimated value, \$1,000. The school lot is 165 by 175 feet.

Buildings: Estimated value, \$13,100. There are two frame buildings. The main building has 12 classrooms. The equipment, estimated value \$700, consists of classroom furniture and limited shop apparatus.

Date of visit: November, 1915.

CENTRAL TEXAS COLLEGE.

Principal: J. W. Strong.

A school of elementary and secondary grade. The organization is not effective. The school was founded by the General Baptist Convention of Texas in 1901, and is owned by that body.

Attendance.—Total, 174; elementary 111, secondary 41, special 22.

Teachers and workers.—Total, 12; all colored; male 4, female 8; grades and academic 8, industrial 1, music 1, other workers 2.

Organization.—Elementary: The elementary work is fairly well done. Some instruction in sewing is provided.

Secondary: The four-year secondary course contains the usual secondary subjects, poorly taught. College classes were claimed, but in only two subjects were pupils reported. Special pupils in music and theology attend irregularly.

Financial, 1912-13.—Only a rough estimate of the amount of money received and expended could be obtained. The approximate figures were:

Income, excluding noneducational receipts.	\$5,186
Expenditures, less noneducational receipts.	5,186
Indebtedness.	11,700
Value of plant.	40,000

Sources of income: Tuition, donations, Baptist Association and other sources, \$5,186. The noneducational receipts were from the boarding department and were estimated to be about \$4,000.

Items of expenditure: Salaries and running expenses, \$5,186; expenses of boarding department, \$4,000.

Indebtedness: Of the indebtedness \$1,700 was in the form of mortgage and \$10,000 was said to be back salary due teachers.

Plant.—Land: Estimated value, \$5,000. The school owns 5 acres of land in Waco. All the land is used for campus.

Buildings: Estimated value, \$33,500. The buildings include a large three-story brick structure, two large frame structures and several small frame houses. The buildings were in need of repair but the rooms were fairly well kept.

Movable equipment: Estimated value, \$1,500. The equipment consists mostly of furniture for classrooms and dormitories. There is no scientific apparatus or industrial equipment.

Recommendations.—1. That the course of study be simplified and provision made for teacher-training, theory and practice of gardening, and simple industrial training.¹

2. That the system of accounting be improved and an annual audit made by an accredited accountant.

Date of visit: April, 1914.

PAUL QUINN COLLEGE.

President: J. K. Williams.²

An institution of secondary grade with a large elementary department and a few pupils studying college subjects. The liberal support of the institution by the colored people is noteworthy.

The school was established and chartered in 1881 by the Texas Conference of the African Methodist Episcopal Church and is owned and controlled by an unwieldy board of trustees elected from the various conferences of the church throughout the State.

Attendance.—Total, 286; elementary 213, secondary 57, in college subjects 13, special students 3. Of the pupils above the grades, 63 boarded at the school.

Teachers and workers.—Total, 15; all colored; male 9, female 6, grades 1, academic 10, carpentry 1, agriculture 1, matrons 2.

Organization.—Only one regular teacher is assigned to the elementary grades. The catalogue shows a confusing arrangement of higher courses too elaborate for the number of pupils and too extensive for the teaching force. The pupils in the so-called normal and college preparatory courses are studying low-grade secondary subjects. Their spelling and handwriting indicate inadequate preparation for their classes. The 13 college pupils were taking language and mathematics courses too advanced for their preparation. A few of the pupils receive training in woodwork, printing, gardening, cooking, and sewing.

Financial, 1912-13.—School funds are received and disbursed by the president, secretary, and treasurer. Each of these officers keeps separate, unsystematic accounts of moneys handled. As far as could be determined the more important items were as follows:

Income, excluding noneducational receipts.....	\$24,318
Expenditures, less noneducational receipts	17,465
Value of plant.....	97,000

Sources of income: African Methodist Episcopal Church, \$15,537; tuition and fees, \$3,285; general donations, \$2,717; other sources, \$2,779. The noneducational receipts amounted to \$4,769, of which \$4,292 was from the boarding department and \$477 from the farm and shops.

¹ See recommendations in summary chapter, p. 22.

² Elected since date of visit.

Items of expenditure: Salaries, \$6,862; supplies for boarding department, \$3,130; repairs, fuel, and light, \$2,393; material and supplies, not including boarding department, \$1,887; equipment, \$950; traveling expenses, \$757; other purposes, \$6,254.

Plant.—Land: Estimated value, \$40,000. The land comprises 20 acres within the city limits. About 12 acres are cultivated. The campus is fairly well kept.

Buildings: Estimated value, \$52,000. The buildings include a three-story brick structure used for classrooms and girls' dormitory, a two-story frame cottage used for the president's home and office, a one-story brick building used for boys' dormitory, a one-story brick building used for shop and store, and several one-story frame structures.

Movable equipment: Estimated value, \$5,000. The equipment consists of dormitory furniture, office fixtures, and a few farm implements and tools in the shop. The laboratory equipment is negligible.

Recommendations.—1. That a system of accounting for the whole school be installed in a central office and the books audited annually by an accredited accountant, who shall report to the board of trustees.

2. That the present unwieldy board of trustees give over the immediate management of the school to a small and responsible executive committee.

3. That the school organization be simplified and the energy of the institution be centered on teacher-training.

4. That industrial work be made an effective part of the school program and that the land about the school be utilized for teaching gardening and agriculture.¹

Date of visit: April, 1914.

SMITH COUNTY.

	White.	Negro.
Population, 1910.....	24, 420	17, 246
Children 6 to 14 years of age, 1910	5, 311	4, 464
Teachers' salaries in public schools, 1909-10	\$58, 863	\$21, 932
Teachers' salaries per child 6 to 14 in county.....	\$11. 08	\$4. 91
Percentage illiterate, 1910.....	2. 6	26. 6

The rural population is 75.1 per cent of the total. The average attendance, according to the 1910 census, is 3,950 white pupils and 2,774 colored pupils.

These statistics indicate the need for additional school facilities. If the work of Phillips University were simplified, it could meet the need for a school to train teachers for the surrounding counties. As the only Colored Methodist Episcopal school in Texas it deserves support. The East Texas Academy could be developed as a central institution for supplementing the work of the rural schools of the immediate locality.

TYLER.

EAST TEXAS NORMAL AND INDUSTRIAL ACADEMY.

Principal: J. V. McClellan.

A school of elementary and secondary grade. It was founded in 1905 by the local Baptist Association and is owned and controlled by that body.

Attendance.—Total, 150; elementary 122, secondary 28; boarders, 115. The reported enrollment for the year was 211.

¹ See recommendations in summary chapter, p. 22.

Teachers and workers.—Total, 8; all colored; male 3, female 5.

Organization.—The 12 grades are fairly well taught. The only industrial work is a little sewing. Boys receive practice in agriculture by cultivating 15 acres of land. Some home training is given in the dormitories.

Financial, 1912-13.—The accounts were poorly kept, but according to the estimates of the principal the more important items were:

Income, excluding noneducational receipts.....	\$5,500
Expenditures, less noneducational receipts.....	4,131
Indebtedness.....	850
Value of plant.....	22,225

Sources of income: East Texas Baptist Association, \$4,000; tuition and fees, \$1,500. The noneducational receipts were from the boarding department and amounted to approximately \$4,000.

Items of expenditure: Expenses of boarding department, \$3,000; salaries, \$2,200; repairs and additions, \$2,000; equipment, \$675; supplies and sundries, \$256.

Indebtedness: Of the indebtedness \$600 was in the form of mortgage on part of the property and \$250 was back salaries due teachers.

Plant.—Land: Estimated value, \$12,000. The school owns 30 acres of land, which is about evenly divided between the campus and the school farm.

Buildings: Estimated value, \$8,000. There are four two-story frame buildings, fairly well kept and neat in appearance.

Movable equipment: Estimated value, \$2,225. Of the equipment, \$2,000 was in furniture and \$225 in farm implements and live stock. There is practically no industrial equipment.

Recommendations.—1. That teacher training, the theory and practice of gardening, and simple industrial work be made part of the regular course.¹

2. That the system of accounting be improved and the books audited annually by an accredited accountant.

Date of visit: March, 1914.

PHILLIPS UNIVERSITY.²

President: W. R. Banks.³

A secondary school with small elementary enrollment, hampered by a complicated curriculum.

The school was founded in 1895 by the Texas Conference of the Colored Methodist Episcopal Church. Its name was afterwards changed from Phillips Academy to Texas College, and recently to Phillips University. It is controlled and supported by a board of 17 colored trustees elected by the conferences.

Attendance.—Total, 110; elementary 35, secondary 75 (3 reporting college subjects), male 38, female 72; boarders, 82.

Teachers and workers.—Total, 10; all colored; male 6, female 4; elementary 3, academic 3, music 1, sewing 1, typewriting 1, matron 1.

Organization.—Elementary: The three upper grades are fairly well taught.

¹ See recommendations in summary chapter, p. 22.

² Formerly Texas College.

³ Elected since date of visit. It is reported that the new administration is simplifying the courses.

Secondary: The secondary work is divided by a confusing arrangement into three courses—college preparatory, with 38 pupils; academic, with 21; and normal, with 13. Three pupils were in so-called college subjects. The principal subjects are: Latin, 3 or 4 years; Greek, in the college preparatory, 2 years; English, 1 to 4 years; mathematics, 4; elementary science, $1\frac{1}{2}$ to 3; history, 1; Bible, $\frac{1}{2}$; psychology and education, $1\frac{1}{2}$; and a little agriculture, sewing, music, and typewriting. It is apparent that this elaborate program of subjects is wasteful, if not impossible for the small teaching force.

Financial, 1914-15.—No systematic books were kept at the time of visit, and no facts concerning the finances for 1912-13 or 1913-14 were available. The new president gives the following as the more important financial items for the year 1914-15:

Income, excluding noneducational receipts	\$3,765
Expenditures, less noneducational receipts	7,172
Indebtedness	15,000
Value of plant	70,000

Sources of income: Church conferences and collections, \$3,500; tuition and fees, \$265. The noneducational receipts were from the boarding department and amounted to \$2,750.

Items of expenditure: Supplies for boarding department, \$3,728; teachers' salaries, \$3,150; fuel, light, and water, \$816; repairs, \$78; other expenses, \$2,150.

Indebtedness: Of the indebtedness, \$3,500 was money borrowed to meet current expenses and the remainder was in old debts for buildings and other purposes. The entire property is mortgaged.

Plant.—Land: Estimated value, \$12,000. The land comprises 100 acres, about a mile and a half from town. None of the land is cultivated by the school, but the farm of 65 acres is rented out. The other land is used for campus and grounds.

Buildings: Estimated value, \$53,000. Phillips Hall, a large four-story brick building, value \$30,000, contains girls' dormitory, dining hall, and domestic-science department. The boys' dormitory, value \$15,000, is a good three-story brick structure recently erected. There are several small frame structures, used for classrooms, school store, and other purposes.

Movable equipment: Estimated value, \$5,000. Of this, \$4,000 is in furniture; \$500 in farm equipment and live stock; \$500 in water tanks and heaters.

Recommendations.—1. That the organization be simplified. The secondary department should comprise one main course, including such studies as teacher training, elementary science, history, social studies, physiology, and sanitation, and other subjects should be arranged on a limited elective system.

2. That the theory and practice of gardening and simple industrial training be introduced.¹

3. That a system of accounting adjusted to the needs of the school be installed and the books audited annually by an accredited accountant.

Date of visit: March, 1914.

¹ See recommendations in summary chapter, p. 52.

TARRANT COUNTY.

The population is 32.5 per cent rural. There are no private schools in the county outside of the city of Fort Worth.

FORT WORTH.

	White.	Negro.
Population, 1910.....	59,960	13,280
Children 6 to 14 years of age, 1910.....	9,394	1,956
Teachers' salaries in public schools, 1914-15.....	\$247,244	\$19,243
Teachers' salaries per child 6 to 14 in city.....	\$26.32	\$9.84
Percentage illiterate, 1910.....	1.9	12

There are 19 schools for white pupils and 8 for colored. The number of teachers is 335 in white schools and 38 in colored schools. The average attendance is 9,523 white pupils and 1,424 colored pupils.

These statistics indicate that the public-school accommodations for colored people in Fort Worth are fairly satisfactory. In addition to the elementary schools, a good public high school is provided. As far as the local situation is concerned, the Fort Worth Industrial and Mechanical College is not needed. It could, however, be developed to meet the needs of the pupils who come from the surrounding rural schools.

FORT WORTH PUBLIC HIGH SCHOOL.

Principal: T. H. Tabb.

A city high school doing four years of secondary work, including industrial training. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 133; male 39, female 94. The elementary enrollment was 547.

Teachers.—Secondary, 6; all colored; male 4, female 2. There were 15 teachers for the elementary grades. The teachers are fairly well prepared for their work.

Organization.—Secondary: The high school subjects are: Mathematics, 4 years; English, 4; Latin, 2½; German, 1; physical geography, ½; physics, 1; chemistry, 1; history, 4; manual training, 2½; domestic science and art, 2½. The classes are divided into sections and the half-year promotion plan is followed. Many of the pupils, especially the girls, take music in addition to the required subjects.

Industrial: In the seventh grade three 45-minute periods a week are given to industrial work. This is increased to five 45-minute periods a week in the eighth grade and above. Sewing is handicapped by lack of space.

Plant.—Estimated value, \$68,000. Land: Estimated value, \$10,000. The school site occupies a city block. Land located three blocks away from the school is rented for garden purposes, but no school gardening was being done at the time of visit.

Buildings: Estimated value, \$50,000. The main brick building, where the high school work is done, is a three-story structure with a large auditorium, and is among the best high school buildings in the State. There are also two frame buildings.

Movable equipment: Estimated value, \$8,000. Most of the equipment is in desks and industrial apparatus.

Date of visit: November, 1915.

FORT WORTH INDUSTRIAL AND MECHANICAL COLLEGE.

President: M. J. Johnson.

A school of elementary and secondary grade. The school was founded as Hearne Academy in 1881 and the present name was adopted in 1909. It is owned and controlled by the Baptist Missionary and Educational Convention of Texas.

Attendance.—Total, 102; elementary 66, secondary 36; male 43, female 59; boarders, 66.

Teachers and workers.—Total, 7; all colored; male 3, female 4.

Organization.—Elementary: The elementary work is divided into primary and grammar departments. The primary department, embracing the first-four grades, enrolls practically no pupils. The grammar grades are fairly well taught. Some instruction in sewing is given.

Secondary: The secondary pupils have a four-year course of the college preparatory type, including four years of Latin and two of Greek. A little practice teaching is done. The girls have sewing three times a week.

Financial, 1912-13.—As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$4,200
Expenditures, less noneducational receipts.....	3,700
Value of plant.....	16,500

Sources of income: Baptist Missionary and Educational Convention of Texas, \$3,000; tuition and fees, \$1,200. The noneducational receipts were from the boarding department and amounted to approximately \$3,000.

Items of expenditure: Expenses of boarding department, \$3,000; salaries, \$2,000; other expenses, \$1,700.

Plant.—Estimated value, \$8,000. The school owns 10 acres of land in the suburbs.

Buildings: Estimated value, \$7,500. There are three two-story frame buildings and a cottage on the grounds. The rooms are fairly well kept but the buildings need repair.

Movable equipment: Estimated value, \$1,000. The equipment consists of furniture for classrooms and dormitories.

Recommendation.—That the Baptists of Texas increase the support of this institution and adapt its work to the needs of students from the rural communities and small towns of this part of the State, or combine it with one of the other Baptist schools of the State.

Date of visit: April, 1914.

TRAVIS COUNTY.

	White.	Negro.
Population, 1910.....	40,130	15,473
Children 6 to 14 years of age, 1910.....	7,625	3,486
Teachers' salaries in public schools, 1909-10.....	\$89,364	\$21,932
Teachers' salaries per child 6 to 14 in county.....	\$11.71	\$6.19
Percentage illiterate, 1910.....	5.2	21.1

The rural population is 46.3 per cent of the total. The average attendance, according to the 1910 census, is 5,344 white pupils and 2,377 colored pupils.

These statistics indicate the need for increased public school facilities. A rural high school is maintained at Manor which is doing good work. The St. John's Orphanage and Industrial School operates a day school with a six months' term. This institution is described in the summary of special institutions for Texas.

MANOR.

CLAYTON INDUSTRIAL HIGH SCHOOL.

Principal: J. E. Clayton.

A school of elementary and secondary grade selected as a central training institution to provide additional facilities for the colored children of the county.

Attendance.—Total, 208; elementary 174, secondary 34; male 96, female 112.

Teachers.—Total, 6; all colored; male 1, female 5.

Organization.—Elementary: The seven elementary grades are well taught.

Secondary: The three years of high school include the usual subjects, with some training in methods and school management.

Industrial: All pupils above the third grade have seven hours a week of industrial work. The courses include cooking, sewing, and a little manual training. The work in gardening, canning, and care of farm animals is well conducted.

Financial, 1914-15.—The income amounted to \$2,511, of which \$1,664 was from public funds, \$500 from the Slater Fund, and \$347 from other sources. Of the income \$2,120 was expended for salaries and \$78 for current expenses.

Plant.—Estimated value, \$4,080. The plant consists of half an acre of land, value \$250; a seven-room building, value \$2,750; and equipment valued at \$1,080.

Recommendation.—That the work be encouraged and facilities provided, as the need appears, for a boarding department, increased secondary work, and teacher training.

Date of visit: December, 1915.

AUSTIN.

	White.	Negro.
Population, 1910.....	22,366	7,478
Children 6 to 14 years of age, 1910.....	3,634	1,389
Teachers' salaries in public schools, 1914-15.....	\$99,607	\$16,018
Teachers' salaries per child, 6 to 14, in city.....	\$27.41	\$11.53
Percentage illiterate, 1910.....	4.1	18.8

There are in Austin eight schools for white pupils and six for colored. The number of teachers is 130 in white schools and 32 in colored schools. The average attendance is 4,174 white pupils and 1,352 colored pupils.

In addition to the elementary school facilities a fairly good city high school is provided. As rapidly as possible the private schools should discontinue the lower elementary grades and center their energies on secondary, industrial, and teacher-training courses. The authorities of Samuel Huston College and Tillotson College should agree to combine the college work of the two institutions at one place. This would enable both institutions to develop more fully their secondary departments.

AUSTIN PUBLIC HIGH SCHOOL.

Principal: L. C. Anderson.

A city high school offering four years of secondary work with some industrial training. The sixth and seventh grades are in the same building.

Attendance.—Secondary, 82; male 25, female 57. There were 222 pupils in the sixth and seventh grades.

Teachers.—Secondary, 2; both colored. Three others give part time. There are three teachers for the sixth and seventh grades.

Organization.—Secondary: The secondary subjects are: English, 5 years; mathematics, 5; Latin, 4; elementary science, 2½; history, 5; civics, ½; manual training, 2.

Industrial: Simple manual training is provided for boys, and there is also some gardening. Cooking is the only industrial course for girls, but this is exceptionally well taught. Lunches are served to the students every day at a cost of 5 cents apiece.

Plant.—Estimated value, \$28,000. Land: Estimated value, \$5,000. A large lot is used for school grounds and another lot 50 by 170 feet for the school garden.

Building.—Estimated value, \$21,000. The building is a modern brick structure. Two large basement rooms are practically unused.

Movable equipment: Estimated value, \$2,000. Excellent equipment is provided.

SAMUEL HUSTON COLLEGE.

President: J. W. Frasier.¹

A school of secondary grade with a large elementary enrollment and a few pupils in college studies. The management has won the confidence of white and colored people, but the effort to maintain college classes limits the development of other departments. The Eliza Dee Industrial Home for girls is maintained in connection with the institution.

The institution was founded in 1900 by President Lovinggood, and it is owned and supervised by the Freedmen's Aid Society of the Methodist Episcopal Church.

Attendance.—Total, 377; elementary 267, secondary 92, in college studies 18; boarders, 150. Of the pupils above the seventh grade, 55 were male and 63 female; 18 were from Austin, 97 from other places in Texas, and 3 from other States; 51 were from farm homes. The reported enrollment for the year was 405.

Teachers and workers.—Total, 17; all colored; male 8, female 9; elementary 5, academy 6 (5 reporting part time to college), industrial 1, music 1, commercial 1, matrons 2, laundry 1.²

Organization.—Elementary: The eight grades with large enrollment are in crowded classrooms.

Secondary: The secondary work is given in two four-year courses, "college preparatory," with 44 pupils, and "normal" with 48 pupils. The college preparatory includes: Latin, 4 years; Greek or Spanish, 2; mathematics, 3; English, 2½; history and civics, 2; elementary science, 2½; physiology, 1; Bible, 1. The normal course includes: Latin, 2 years; mathematics, 3; history and civics, 2; English, 3; physiology, 1; Bible, ½; agriculture, 1; science, 1½. Psychology and pedagogy are taught in the junior and senior years, and in the senior year methods and review occupy practically the whole course. The teaching force of six, already heavily burdened with secondary courses, is entirely inadequate for the college work attempted.

Industrial: The boys' industrial work, with the exception of tailoring, has been abandoned. Recently an industrial building was erected, but it is now used for music, science, and the elementary classes crowded out of the main building by the higher classes. Cooking and sewing are effectively taught at the Eliza Dee Home, which is across the street from the school.

Financial, 1912-13.—The accounts are kept carefully in accordance with the system of the Freedmen's Aid Society. The more important items were:

Income, excluding noneducational receipts.....	\$14, 803
Expenditures, less noneducational receipts.....	11, 706
Value of plant.....	96, 000

¹ Elected since date of visit.

² Workers at Eliza Dee Home are not included.

Income: Donations, \$6,321; Freedmen's Aid Society, \$4,429; tuition and fees, \$4,053. The noneducational receipts amounted to \$14,375, of which \$11,391 was from the boarding department, \$1,982 from the shops, and \$1,002 from books sold.

Expenditures: Supplies for boarding department, \$11,662; salaries, \$8,244; shop equipment, \$2,604; books to be sold, \$2,079; repairs, \$721; piano and typewriter, \$445; student aid, \$222; other expenses, \$24. The unexpended balance for the year amounted to \$3,197.

Plant.—Land: Estimated value, \$23,000. The school owns a city block and several lots, together with about 8 acres outside the city limits. A part of the land is used for truck garden.

Buildings: Estimated value, \$65,000. There are three neat brick buildings. The main building, four stories high, is used for administration, chapel, dining room, and girls' dormitory. The boys' dormitory, four stories high, is of good, simple design. The laundry building is a frame structure two stories high. Across the street from the main building is a frame building used for girls' dormitory.

Movable equipment: Estimated value, \$8,000. Of this, \$5,000 was in furniture, \$1,400 in shop equipment, \$900 in library books and fixtures, \$450 in farm equipment and live stock, \$250 in scientific apparatus.

Recommendations.—1. That the effort to maintain college classes be deferred until the secondary and industrial departments are adequately supplied with teachers and equipment.¹

2. That more provision be made for the training of teachers and special emphasis placed on the preparation of teachers for rural schools.

Date of visit: April, 1914.

ELIZA DEE INDUSTRIAL HOME OF SAMUEL HUSTON COLLEGE.

Superintendent: Miss Clara King.

A home school for girls maintained and managed by the Woman's Home Missionary Society of the Methodist Episcopal Church in connection with Samuel Huston College.

Attendance.—Total, 15; all boarders.

Teachers.—Total, 3; white 1, colored 2.

Organization.—Besides the domestic training given the 15 girls boarding in the home, courses in cooking, sewing, and dressmaking are provided in Samuel Huston College.

Financial, 1913-14.—The income amounted to \$1,387, practically all from the Woman's Home Missionary Society. The entire sum was used for salaries and running expenses.

Plant.—Estimated value, \$6,000. The plant consists of about half an acre of land, a two-story frame building, and fairly good furniture and domestic science equipment. The building is neatly kept.

Recommendation.—That the work be encouraged and made a more vital part of Samuel Huston College.

Date of visit: April, 1914.

¹ See Austin statement, p. 593.

TILLOTSON COLLEGE.

President: I. M. Agard.¹

A school of secondary grade with a few pupils in college classes and a large elementary enrollment. It has a large plant and an equipment for simple industrial courses. The teachers are well trained.

The school was founded in 1877 and opened in 1881 by the American Missionary Association of the Congregational Church. It is owned and maintained by that association and controlled by a board of trustees.

Attendance.—Total, 223; elementary 135, secondary 70, in college classes 18; male 95, female 128; boarders, 139. There were a few special students. Of the pupils above the seventh grade, 33 were from Austin, 53 from other places in Texas, and 2 from other States. The reported enrollment for the year was 314.

Teachers and workers.—Total, 20; white 14, colored 6; male 7, female 13; grades 4, academic 7, music 3, girls' industries 2, boys' industries 2, matron 1, Bible 1.

Organization.—Elementary: The four upper elementary grades are well taught.

Secondary: The secondary work is arranged in groups of required and elective subjects. The subjects required of all are: English, 3 years; mathematics, 3; elementary sciences, 3½; civics, ½; Bible, 1; music, ½. Thirty-three pupils elected Latin, 8 education, 8 ethics, 15 physics, 7 history, 3 commercial subjects, 2 chemistry, 1 Greek. It is unfortunate that the emphasis is on mathematics in the required group and on Latin in the elective.

College classes: The college work consists of advanced English, ancient languages, and mathematics, with limited courses in economics, Bible, logic, and biology. The teaching force and equipment are too limited to attempt college work.

Industrial: Cooking and sewing are taught by well-trained teachers. The equipment for manual courses is ample, but the teachers have had only slight training for the work. The courses are required through the ninth grade.

Financial, 1913-14.—The financial management is under the control of the American Missionary Association. A simple and effective system of accounts has been installed recently. The more important items for the year were:

Income, excluding noneducational receipts.....	\$12, 792
Expenditures, less noneducational receipts.....	12, 792
Value of plant.....	103, 500

Sources of income: American Missionary Association, \$8,581; tuition and fees, \$2,693; donations, \$1,064; other sources, \$454. The noneducational receipts amounted to \$7,618, of which \$6,635 was from the boarding department and \$983 from farm and other sales.

Items of expenditure: Salaries, \$6,964; supplies for boarding department, \$6,217; other supplies, \$1,930; heat, light, and water, \$155; equipment, \$966; repairs, \$850; student aid and labor, \$775; outside labor, \$22; other expenses, \$1,531.

Plant.—Land: Estimated value, \$25,000. The land comprises 22 acres of desirable property on the edge of town. None of the land is used for instruction in agriculture.

Buildings: Estimated value, \$70,000. There are four large buildings and two smaller structures. The main building, used for classrooms, administration, and boys'

¹ White.

dormitory, is a brick structure four stories high; the girls' dormitory is a brick building three stories high; the new administration building and the industrial building are of concrete-block construction; two small two-story frame buildings are used for laundry and other purposes. The buildings are without adequate fire protection and some of the boys' rooms are poorly kept.

Movable equipment: Estimated value, \$8,500. Of this, \$5,000 was in furniture, \$2,000 in shop equipment, and \$1,500 in library books and fixtures, scientific apparatus, and other equipment.

Recommendations.—1. That increased emphasis be given to teacher training, history, and elementary science. The maintenance of college classes should not be allowed to interfere with these necessary subjects.¹

2. That the theory and practice of gardening be made part of the regular course.

3. That the supervision of boys' dormitory be more effective.

Date of visit: April, 1914.

WALKER COUNTY.

	White.	Negro.
Population, 1910.....	7,699	8,362
Children 6 to 14 years of age, 1910.....	1,706	2,116
Teachers' salaries in public schools, 1909-10.....	\$22,259	\$10,032
Teachers' salaries per child 6 to 14 in county.....	\$13.04	\$4.74
Percentage illiterate, 1910.....	4.2	26.9

The entire population is rural. The average attendance, according to the census of 1910, is 1,149 white pupils and 1,271 colored pupils.

These statistics indicate the need for increased public school facilities. The Houston Industrial and Training School could be developed as a central institution to supplement the training given in the rural schools of the county.

HUNTSVILLE.

HOUSTON INDUSTRIAL AND TRAINING SCHOOL.

Principal: S. W. Houston.

An elementary day school doing fairly good work with poor equipment. There are a few secondary pupils in attendance. The school was begun in 1910 and is owned and controlled by a local board of white and colored trustees.

Attendance.—Total, 227; elementary 200, secondary 27.

Teachers.—Total, 5; all colored; male 2, female 3.

Organization.—Ten grades are covered. Instruction in cooking, sewing, basketry, carpentry, and simple agriculture is provided.

Financial, 1913-14.—The income amounted to \$2,210, of which \$945 was from public funds, \$715 from the Jeanes and Slater Funds, \$485 from rallies and subscription, and \$70 from tuition. Of the income \$1,660 was expended for salaries and \$550 for running expenses.

Plant.—Estimated value, \$6,000. The plant consists of 59 acres of land, two 2-story frame buildings; a small shop, and equipment valued at \$500.

Recommendations.—1. That the school be developed as a county training school.

¹ See statement under Austin, p. 593.

2. That teacher training and the theory and practice of gardening be made part of the regular course.

Date of visit: March, 1914.

WALLER COUNTY.

	White.	Negro.
Population, 1910.....	5,426	6,712
Children 6 to 14 years of age, 1910.....	1,133	1,632
Teachers' salaries in public schools, 1909-10.....	\$10,317	\$9,405
Teachers' salaries per child 6 to 14 in county.....	\$9.10	\$5.76
Percentage illiterate, 1910.....	2.5	32.2

The entire population is rural. The average attendance, according to the 1910 census, is 788 white pupils and 938 colored pupils.

PRAIRIE VIEW.

PRAIRIE VIEW NORMAL AND INDUSTRIAL COLLEGE.

Principal: I. M. Terrell.¹

A school of secondary grade with one elementary class. Over two-thirds of the pupils are girls. The school has extensive industrial and agricultural equipment, but the work has suffered from ineffective organization.

The institution is owned by the State and supported partly by the State and partly by the Federal funds for agricultural and mechanical education. It was founded in 1879 and is controlled by the Board of Directors of the Agricultural and Mechanical College of Texas through a special committee.

Attendance.—Total, 552; elementary 115, secondary 437; male 130, female 422; all boarders. Practically all the pupils were from Texas. Of the 505 reporting home address, 265 were from city homes and 240 from farm homes. The reported enrollment for the year was 700. The proportion of male students has recently increased.

Teachers and workers.—Total, 46; all colored; male 31, female 15; academic teachers 15, music 2, agriculture 4, boys' industries 11, girls' industries 6, matrons 2, other workers 6. Of the 29 reporting place of training, 11 were trained at Prairie View. Some of the teachers are poorly prepared.

Organization.—All pupils are expected to spend 3 hours a day in agriculture or industry. The organization of the academic work into four classes is commendably simple.

Elementary: The first year class includes United States history, physical geography, arithmetic, grammar, and industrial courses. The ages of the pupils range from 13 to 20 years.

Secondary: The secondary work is done in the three upper grades of the "normal" course. The subjects are: Algebra, 1 year; rhetoric, 1; drawing, 1; psychology, $\frac{3}{4}$; education and management, 1; history, 1; elementary science, 2. While the selection of subjects is simple and intelligent, there are too many courses running only 12 or 24 weeks. No practice teaching is reported and the subject of hygiene is neglected.

Industrial: Most of the pupils have three 45-minute periods a week of industrial work. The small number of special-trades pupils take from 25 to 30 hours per week in

¹ Appointed since date of visit.

the shops. The trades, with the number of pupils enrolled, were: Blacksmithing, five; printing, one; carpentry, three; tailoring, four; broom making, four. Shoemaking and hat making are also taught. The work in blacksmithing and carpentry is of a distinctly practical nature. The tailoring department spends a large part of its time making school uniforms. The printing and broom-making departments are engaged in commercial work. The condition of the buildings indicated little practical repair work done by the carpenters.

The girls' industries were handled by six teachers. The work in plain sewing and dressmaking was good. Some work in millinery was done. The girls are also admitted to the courses on broom and mattress making.

Agriculture: One teacher and three helpers have charge of the instruction and practical work. About 365 acres are cultivated. The farm equipment and live stock are ample. Only 28 pupils are specializing in agriculture. No general course for all pupils is reported.

Financial, 1912-13.—The accounts are kept on a simple cash basis.¹ There is no separate record of departmental transactions. No inventory had been taken of the movable property. A cumbersome requisition system for purchasing supplies, which entailed unnecessary expense and loss of time and labor, was in use. As far as can be determined the more important items for 1912-13 were as follows:

Income, excluding noneducational receipts.....	\$49,985
Expenditures, less noneducational receipts.....	58,448
Value of plant.....	237,200

Sources of income: State appropriations, \$37,485; Federal funds, \$12,500. The noneducational receipts amounted to \$97,757, of which \$92,183 was from board and uniforms (the items could not be shown separately), and \$5,574 from the farm. The State legislature appropriated \$40,000 during the year to make up the deficit and to pay off the indebtedness.

Items of expenditure: Salaries, \$36,895; material and supplies, including food stuffs for boarding department, \$36,461; student labor, \$27,435; fuel, light, and water, \$14,769; "maintenance" and "contingent" expenses, \$9,871; repairs, \$8,395; uniforms, \$7,601; equipment for shops, farm, and boarding department, \$7,113; outside labor, \$6,400; advertising and printing, \$661; improvement of roads and grounds, \$604.

Plant.—Land: Estimated value, \$36,250. The land comprises about 1,400 acres, of which 45 acres are in campus, 365 acres in the farm, and over 900 acres in pasture and grazing land. Effort has been made to improve the general appearance of the campus.

Buildings: Estimated value, \$150,000. There are 12 large buildings and 18 others of various sizes, including a number of small cottages and barns. The more important are: The main building, three-story brick, containing chapel, offices, classroom, and library; five girls' dormitories, of which three are three-story brick structures and two are one-story frame; the trades building, a two-story brick; and the science building, a two-story frame. The buildings were in poor condition and the dormitory rooms unclean and disorderly.

¹ Improvements in the system are reported.

Movable equipment: Estimated value, \$50,950, as follows: Farm equipment and live stock, \$21,000; shop equipment, \$17,100; furniture, \$7,400; books in library, \$2,500; scientific apparatus, \$2,000; current assets, \$950.

Recommendations.—1. That the organization be made more effective.

2. That effort be made to increase the attendance of young men so that it at least equals the number of young women. To this end the dormitory facilities for young men should be improved.

3. That inventories of all school property be made, a system of accounting adapted to the needs of the institution installed, and the books audited annually by an accredited accountant.

4. That a course in agriculture and practical work in gardening be made a part of the general curriculum.

5. That the curriculum provide for a thorough study of hygiene and its applications to dormitories and dining room.

6. That cooperation be established between the dining room and the domestic science department.

7. That practice teaching be included in the training of teachers.

Dates of visits: April, 1914; March, 1915.

SMALLER BAPTIST SCHOOLS.

Besides Bishop College, which is aided by the American Baptist Home Mission Society, there are 13 Baptist schools and an orphanage reported in Texas. Three are owned and encouraged by the Baptist General Convention. These three, with Fort Worth Industrial College and East Texas Academy, are discussed in the county summaries. Two others were visited and are described below. The other six schools are listed at the end of this summary.

LEON COUNTY—OAKWOOD.

BOYD INSTITUTE.

Principal: J. D. Hill.

A poorly managed elementary school. Though it is owned by the local Baptist Association the former principal had taken away all the furniture and farm products, leaving the school in a disorganized condition. The 60 pupils were taught by four teachers. The income amounted to approximately \$1,500, all of which was from the Baptist Association and tuition. The plant, estimated value \$2,000, consisted of 60 acres of land, three frame buildings, and equipment valued at \$300.

Recommendation.—That the school be reorganized and continued so long as the public schools are inadequate.

Date of visit: March, 1914.

WASHINGTON COUNTY—BRENHAM.

BRENHAM NORMAL AND INDUSTRIAL COLLEGE.

Principal: D. Porter.

A school of elementary grade, with a few pupils in secondary subjects. Most of the pupils board at the school. The teaching is poorly done and the plant is in bad repair. The school was founded in 1905 by the local Baptist Association and is owned and controlled by that body. There were 8 teachers and 107 pupils. Some work in cooking, sewing, agriculture, and blacksmithing is done, but pupils are not required to take these courses. There were practically no financial accounts, but the principal estimated that of the \$2,500 income \$400 was from the association and the remainder from

board and tuition. The plant, estimated value \$7,000, consists of about 12 acres of land, 4 frame buildings, and equipment worth about \$400.

Recommendation.—That the school be combined with one of the stronger Baptist schools of the State.

Date of visit: April, 1914.

OTHER BAPTIST SCHOOLS.

In addition the following Baptist schools were reported but not visited. Evidence indicates that they are of only minor importance. They are located as follows:

County.	Town.	School.
Dallas.	Dallas.	Zion Rest Academy.
Houston.	Latexo.	Oldham Institute.
Jefferson.	Beaumont.	Bowen Academy.
Kaufman.	Trinity.	Hubbard Academy.
Matagorda.	Bay City.	South Texas Academy.
Robertson.	Hearne.	Hearne Institute Normal and Industrial.

CATHOLIC PARISH SCHOOLS.

There are six Catholic parish schools reported in Texas. These are all small schools in which the religious interest is strong. The principal facts reported concerning them are as follows:

County.	Town.	School.	Attendance.	Teachers.
Bexar.	San Antonio.	St. Catherine's School.	120	3
Bexar.	San Antonio.	Holy Redeemer School.	72	2
Bexar.	San Antonio.	St. Peter Claver's School.	125	2
Coryell.	Ames.	Sacred Heart School.	80	3
Galveston.	Galveston.	Holy Rosary School.	115	4
Galveston.	Galveston.	St. Nicholas' School.	105	3

CHRISTIAN CHURCH SCHOOLS.

Two schools of the Christian Church are maintained in Texas. One of these schools is maintained by the Christian Woman's Board of Missions and the other by the local Christian convention.

WOOD COUNTY—HAWKINS.

JARVIS CHRISTIAN INSTITUTE.

Principal: J. N. Ervin.

A small elementary school owned and maintained by the Christian Woman's Board of Missions. According to the report of this board there were 14 pupils and 3 colored workers in 1913-14.

The income amounted to \$1,712, of which \$1,680 was from the Christian Woman's Board of Missions and \$32 from tuition and other sources.

The plant, estimated value \$3,000, consists of 10 acres of land, several small buildings,¹ and meager equipment.

Recommendation.—There is a present need for this school, but with the development of the public schools it should become part of the public-school system or be combined with one of the larger institutions.

ANDERSON COUNTY—PALESTINE.

CHRISTIAN THEOLOGICAL AND INDUSTRIAL COLLEGE.

President: I. S. Q. Hurdle.

A small elementary school with about 36 pupils. Practically all board at the school. The principal and three women teachers are colored. It is owned by the Northeast Texas Christian Convention.

¹ A new building has recently been erected.

Financial, 1913-14.—The income for the year amounted to \$1,387 and the expenses to \$1,537. Most of the income is from the Northeast Texas Christian Missionary Convention and was used to pay salaries. Small sums were received through tuition and donations. The indebtedness amounted to \$1,157, of which \$937 was on the building and the balance on furniture and other equipment.

Plant.—Estimated value, \$5,000. The plant consists of 50 acres of land, two large and two small wood buildings, and limited equipment for classrooms, dormitories, and farm. About 30 acres of the land are cultivated.

Recommendation.—This school should not expect support except locally or from the Northeast Texas Christian Missionary Convention.

Date of visit: March 26, 1914.

INDEPENDENT SCHOOLS.

In addition to the independent schools described in the county summaries there are two small independent schools in Texas. Both of these schools are of minor importance.

CASS COUNTY—AVINGER.

AVINGER INDUSTRIAL TRAINING SCHOOL.

Principal: F. W. Wheeler.

A small elementary school doing good work with limited equipment. It is taught by the principal and his wife. The property is owned by the principal. The 15 pupils are all below the sixth grade. In addition there were five special industrial students. The pupils spend the morning in the classroom and the afternoon in industrial work. Cooking, sewing, basketry, printing, and truck gardening are done. The income amounted to approximately \$420, of which \$350 was from general donations and \$70 from tuition and fees. The plant, estimated value \$3,000, consists of about 8 acres of land, a two-story frame building, and equipment valued at \$500. The building was poorly constructed and in bad repair but clean and orderly.

Recommendation.—That the principal endeavor be to have this school combined with the public school and make school gardening and manual training an effective part of the school work.

Date of visit: March 24, 1914.

MONTGOMERY COUNTY—CONROE.

CONROE NORMAL AND INDUSTRIAL COLLEGE.

President: David J. Abner.

A school of elementary grade with a few pupils in secondary subjects. Some efforts are made to do industrial work. Because of the frequent absence of the president the school lacks supervision and the work is poorly organized.

The school was founded in 1903 and is owned by a stock company, the president owning over 50 per cent of the stock.

Attendance.—Total, 50; practically all elementary boarding pupils. The girls do sewing and cooking in an unsystematic way, and some of the boys work on the farm, but the work is of little educational value.

Teachers.—Total, 8; all colored. The president lives in Houston and spends little time at the school.

Financial, 1913-14.—As far as could be determined the more important financial items were:

Income, excluding noneducational receipts.....	\$2,601
Expenditures, less noneducational receipts.....	2,601
Value of plant.....	15,000

Sources of income: Tuition and fees, \$1,038; Baptist conventions and associations, \$428; concerts, \$168; donations and other sources, \$967. The noneducational receipts were from the boarding department and amounted to \$1,661.

Items of expenditure: Salaries, \$1,738; supplies and expenses of boarding department, \$1,661; repairs, \$112; advertising and soliciting, \$94; labor, \$52; heat and light, \$30; interest and debt, \$575.

Plant.—Land: Estimated value, \$5,000. The school owns 105 acres of land, of which 60 acres are under cultivation.

Buildings: Estimated value \$9,000. There are two large frame buildings and several smaller structures. The rooms were poorly kept and the buildings in need of repair.

Movable equipment: Estimated value, \$1,000. The equipment consists of simple furniture for classrooms and dormitories and a few farm implements.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visits: March, 1913; March, 1914.

PUBLIC HIGH SCHOOLS.

In addition to the eight public high schools that have been described in the county summaries, there are eight public high schools in Texas located in towns which have no private schools. These high schools are described in the following sketches:

ANDERSON COUNTY—PALESTINE.

PALESTINE PUBLIC HIGH SCHOOL.

Principal: Clarence F. Carr.

A city high school offering a four-year secondary course with good manual training. The three upper elementary grades are taught in the same building.

Attendance.—Secondary, 69; male 24, female 45. The elementary enrollment was 82.

Teachers.—Secondary, 2; both colored men. One other teacher gives part time to the high school, and there are two full-time teachers for the elementary grades.

Organization.—Secondary: The secondary pupils take history, Latin, English, and mathematics throughout the four-year course. Physical geography and physics are also offered.

Industrial: The girls do good work in cooking and sewing and the boys do excellent work in the school garden. Many of the boys cultivate home gardens. The time devoted to industries is five hours a week throughout the course.

Plant.—Estimated value, \$8,000. The plant consists of a quarter of an acre of land and a well-planned one-story frame building, together with classroom and domestic-science equipment.

Date of visit: March, 1914.

BELL COUNTY—TEMPLE.

TEMPLE PUBLIC HIGH SCHOOL.

Principal: L. J. Lequey.

A small city high school offering four years of secondary work. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 38; male 10, female 28. The elementary enrollment was 355.

Teachers.—Secondary, 2; both colored; male 1, female 1. There were six teachers for the elementary grades.

Organization.—The four years of secondary work are fairly well done. Latin, English, history, and science are taught throughout the course. There is no industrial training.

Plant.—Estimated value, \$15,000. The plant consists of about an acre of land and a two-story brick building. The equipment is limited to classroom furniture.

Date of visit: December, 1915.

DALLAS COUNTY—DALLAS.

DALLAS PUBLIC HIGH SCHOOL.

Principal: W. O. Bundy.

A city high school offering four years of secondary work with industrial training. The eight elementary grades are taught in the same building.

Attendance.—Secondary, 243; male 92, female 151. The elementary enrollment was 743.

Teachers.—Secondary, 12; all colored; male 6, female 6; academic 9, industrial, 3.

Organization.—Secondary: Two secondary courses are offered; the "English-manual training" course, which enrolls 112 pupils and the "Latin-manual training course" which enrolls 131. These courses differ mainly in the substitution of Latin for manual training. Although manual training is not required in the Latin-manual training course, about 60 of the pupils elect it. The subjects are: English, 3 years; mathematics, 4; physics, 1; chemistry, 1; history, 3. To these subjects the English course adds four years of manual training and the Latin course four years of Latin.

Plant.—Estimated value, \$60,000. The plant consists of about 2 acres of land and four buildings, two of which are of brick and two of frame construction, and good equipment.

Date of visit: November, 1915.

GALVESTON COUNTY—GALVESTON.

GALVESTON PUBLIC HIGH SCHOOL.

Principal: J. R. Gibson.

A city high school offering a four-year secondary course with good industrial training. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 89; male 41, female 48. There were 144 pupils enrolled in the elementary grades.

Teachers.—Secondary, 6; all colored; male 2, female 4. Three of the secondary teachers give part of their time to the elementary grades. There are three full-time teachers for the elementary work.

Organization.—Secondary: The secondary subjects are: English, 5½ years; mathematics, 4; elementary science, 3; history, 3½; civics, ½; physiology, 1. The work is well done.

Industrial: Two double periods a week are assigned to domestic science and art for girls and simple manual training for boys.

Plant.—Estimated value, \$54,000. The plant consists of a city lot and one three-story stone building. Good equipment is provided and there is a school library.

Date of visit: December, 1915.

GRAYSON COUNTY—DENISON.

DENISON PUBLIC HIGH SCHOOL.

Principal: W. R. Winn.

A city high school offering three years of secondary work with industrial training for girls. The elementary grades are taught in the same building.

Attendance.—Secondary, 28; male 7, female 21. The elementary enrollment was 311.

Teachers.—Total, 2; both colored; male 1, female 1. The principal devotes his entire time, and the industrial teacher over half of her time, to high-school work.

Organization.—Secondary: The subjects are: English, 2¼ years; mathematics, 4; Latin, 3; physics, 2; history, 2½; civics, 1¼.

Industrial: There is no industrial training for boys. Sewing for girls begins in the fifth grade. The high-school students give two periods a day to this work.

Plant.—Estimated value, \$14,000. The plant consists of a city lot 150 by 100 feet, two buildings, one of brick and one of frame, construction and equipment, valued at \$1,000.

Date of visit: November, 1915.

GRAYSON COUNTY—SHERMAN.

SHERMAN PUBLIC HIGH SCHOOL.

Principal: A. J. Kirkpatrick.

A city high school with a three-year secondary course and industrial training for girls. The elementary grades are taught in the same building.

Attendance.—Secondary, 26; male 7, female 19. The elementary enrollment was 366.

Teachers.—Secondary, 2; both colored; male 1, female 1. There were 6 teachers for these elementary grades.

Organization.—Secondary: The high-school subjects are: English, 3 years; mathematics, 4; physical geography, 1; physics, 1; history, 3; civics, 1.

Industrial: Cooking and sewing for the girls begin with the fifth grade. Throughout the grades and high-school course four periods a week are allotted to these subjects. Although the equipment is limited, the work is well done. Some equipment for woodworking is provided, but classes in woodworking are held irregularly.

Plant.—Estimated value, \$11,500. The plant consists of a large lot, two frame buildings and equipment, valued at \$1,500.

Date of visit: November, 1915.

JEFFERSON COUNTY—BEAUMONT.

BEAUMONT PUBLIC HIGH SCHOOL.

Principal: T. J. Charlton.

A city high school doing three years of secondary work. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 108; male 40, female 68. The elementary enrollment was 368.

Teachers.—Secondary, 2; both colored; male 1, female 1. One other teacher gives part time to high-school work. There are 5 teachers for the elementary grades.

Organization.—The classroom work is fairly well done. The plan of half-year promotions is followed. No industrial work is offered.

Plant.—Estimated value, \$10,000. The plant consists of a city lot, a two-story frame building, and good equipment.

Date of visit: December, 1915.

LAMAR COUNTY—PARIS.

PARIS PUBLIC HIGH SCHOOL.

Principal: E. W. Bailey.

A city high school offering four years of secondary work with industrial training for girls. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 100. There were 600 pupils enrolled in the elementary grades.

Teachers.—Secondary, 3; all colored; male 1, female 2.

Organization.—The course comprises the usual high-school subjects. The industrial work for girls is well done.

Plant.—Estimated value, \$27,500. The plant consists of a city lot, a modern brick school building, and good equipment.

Date of visit: November, 1915.

SPECIAL INSTITUTIONS.

Although there is need for a colored orphan home in Texas, neither of the two institutions caring for children is very efficient. The orphanage in Spring is under doubtful management. Special effort should therefore be made to reorganize the St. John's Orphanage and Industrial Home so that it will provide facilities for dependent children.

HARRIS COUNTY—SPRING.

DIXON GORDON'S ORPHAN HOME.

Manager: S. J. Dixon.

A small, poorly managed orphan home with an average number of 14 inmates. It is owned by a local board of trustees. Children from 2 to 17 are admitted free provided they are destitute, but children placed in the institution by their parents are charged a small fee. The manager spends practically all of his time in Houston, leaving the matron and teacher, two colored women, to operate the institution. A little sewing and laundry work are done by the boys. The matron teaches some gardening.

Financial, 1913-14.—Financial records were not obtainable. The principal reports that the income for the year amounted to \$8,550, all of which was from donations and payments from pupils. Of this sum, \$5,100 was expended for groceries and dry goods, \$2,500 for building and repairs, and \$453 for miscellaneous purposes.

Plant.—Estimated value, \$3,000. The plant consists of 12 acres of land, two small frame buildings, and meager equipment.

Recommendation.—In view of the condition and management of this school, it can not be recommended as worthy of aid.

ST. JOHN'S INDUSTRIAL INSTITUTE AND ORPHANAGE.

President: L. L. Campbell.

An institution combining the features of an orphanage and a small public school. It was founded in 1912 by the St. John's Baptist Association and is owned and controlled by a board of trustees elected by the association.

Attendance.—Total, 77; all boarders; orphans 52, others 25. In addition about 50 pupils attend the public free school connected with the institution. A summer school is held every year and is largely attended.

Teachers.—Total, 9; all colored; male 6, female 3.

Organization.—The course includes seven elementary grades and three secondary classes. The pupils assist in the farm work.

Financial, 1914-15.—The total amount reported as income was \$10,000. Of this, about \$3,500 was from the Baptist Association and the remainder from donations. Of the income, \$2,500 was expended for teachers' salaries and the remainder for general expenses.

Plant.—Estimated value, \$116,000. The plant consists of 300 acres of valuable land in the suburbs of Austin, three buildings, and limited equipment. The main building is a three-story stone structure, valued at about \$50,000. The other two are small frame cottages.

Indebtedness: The total indebtedness of \$23,000 consisted of \$16,000 in the form of a mortgage and \$7,000 in unpaid accounts.

Recommendations.—1. That the State be asked to cooperate in supporting this institution as an orphanage.

2. That a system of accounts adapted to the needs of the institution be installed and an annual audit made by an accredited accountant.

3. That the institution be reorganized on a sound financial basis and a plan formed to provide for the annual maintenance and the payment of the indebtedness.

XIX. VIRGINIA.

SCHOOL FACILITIES IN THE STATE.

There are 671,096 colored people in Virginia, forming 32.6 per cent of the total population. They constitute 33.9 per cent of all persons engaged in agricultural pursuits in the State. The number of farms cultivated by them increased 7.2 per cent between 1900 and 1910. As farmers, renting and owning land, they have complete charge of 2,233,883 acres; as farm laborers they undoubtedly cultivate a much larger area of Virginia soil. While the United States census indicates hopeful progress in the decrease of illiteracy and in the improvement of health conditions, illiterates are still 30 per cent of the persons 10 years of age and over and 16 per cent of the children 10 to 14 years of age, and the death rate is almost twice as high as that of the white people. Such a degree of illiteracy and ill health is certain evidence of extensive waste of economic resources and human energy. In view of these facts, it is important to note the following summary of the public school facilities and educational needs of Virginia as they are shown in the reports of the United States census and the State superintendent of public instruction:

	White.	Negro.
Population, 1910.....	1, 389, 809	671, 096
Children 6 to 14 years of age, 1910.....	286, 977	153, 827
Teachers' salaries in public schools, 1911-12.....	\$2, 767, 365	\$421, 381
Teachers' salaries per child 6 to 14 in State.....	\$9. 64	\$2. 74
Percentage illiterate, 1910.....	8. 0	30. 0
Percentage living in rural communities.....	77. 1	76. 4

Public appropriations.—The public school teachers of Virginia received \$3,188,746 in salaries in 1911-12. Of this sum \$2,767,365 was for the teachers of 286,977 white children and \$421,381 was for the teachers of 153,827 colored children. On a per capita basis this is \$9.64 for each white child of school age and \$2.74 for each colored child. Map 29 presents these figures for each county in Virginia, the proportion of Negroes being indicated by the shading. The inequalities are greatest in counties with the largest proportion of Negroes. The per capita sums for white children decrease and those for colored children increase with considerable regularity as the proportion of Negroes becomes smaller. The extent of this regularity appears in the following table, which shows the per capita expenditures for county groups based on the per centage of Negro population:

County groups, percentage of Negroes in the population.	White school popula- tion.	Negro school popula- tion.	Per capita white.	Per capita Negro.
Counties under 10 per cent.....	81, 300	4, 362	\$6. 48	\$3. 78
Counties 10 to 25 per cent.....	60, 942	14, 468	8. 67	3. 99
Counties 25 to 50 per cent.....	105, 414	73, 003	11. 65	3. 21
Counties 50 to 75 per cent.....	39, 325	61, 994	12. 32	1. 82

The high per capita cost for white children in the "black belt" counties is partly explained by the fact that the children are few in number and widely scattered. The smaller cost of schools for colored children is due partly to the lower wage scale of colored teachers and partly to the very limited provision for high school education. It is apparent, however, that these explanations by no means account for the wide divergencies in the "black-belt" counties. In addition to the \$2,767,365 appropriated for the public school teachers of white children, the State appropriated \$403,217 to aid 25 high schools and maintain 10 agricultural high schools, 2 normal schools, and 5 institutions of higher learning. To the \$421,381 for the colored public school teachers the State added \$22,000 to maintain a normal school for colored pupils.

Private financial aid.—The deficiencies presented above in the public expenditures for the education of the colored people largely explain the active campaigns for private schools since the Civil War. As a result of this activity the private schools have a property valuation of \$6,234,321, an annual income of \$536,187, and an attendance of 6,368 pupils, of whom 4,995 are in elementary grades. It is sometimes thought that the liberal private contributions to these schools make up for the inequalities in the public appropriations for the education of white and colored youth. In Virginia, however, the total per capita expenditure of both public and private schools for colored people is less than the per capita expenditure for white teachers in public schools alone. In addition the income of the 16 large private white schools, as reported to the Bureau of Education, was \$667,874, as against \$536,187, the income of all colored private schools. A summary of the income and property of the private and higher schools is given in the following table:

	Number of schools.	Annual income.	Value of property.
Total private schools.....	55	\$536, 187	\$6, 234, 321
Independent.....	11	¹ 321, 660	4, 414, 459
Denominational.....	44	214, 527	1, 819, 862
State school.....	1	27, 898	233, 900

According to this table the annual income and property value of the independent schools are much higher than those of the denominational schools. The comparatively larger cost of the independent schools is explained by the fact that Hampton Institute and several other smaller independent schools maintain large agricultural and industrial departments. The annual income of the colored schools owned by denominations whose membership is white or largely so aggregates \$185,701, as against \$28,826 for those of the colored denominations. The property owned by the white denominations is valued at \$1,697,482 and that owned by the colored at \$122,380. Some of the schools owned by white denominations receive considerable sums of money from their colored members. The statistics of the private schools are in striking contrast with those of the State school, with an income of \$27,898 and property valuation of \$233,900. In addition to the private aid reported in the table, \$12,396 was appropriated for general supervision and special phases of education by the General Education Board and the Jeanes and Slater Funds.

While the total number of private schools is 55, only 26 play any important part in the educational activities of the State. Some of the remaining 29 may be justified on

¹ Includes \$26,996 given to Hampton Institute from Federal funds.

denominational grounds; the majority, however, are so hampered by small income or poor management that the State receives little benefit from them. The schools of the first group are described under their respective counties and their location shown on Map 30. The schools of the second group are summarized according to ownership and discussed at the end of this chapter. The attendance of the private and higher colored schools by ownership groups is indicated in the following statement:

Ownership of colored schools.	Number of schools.	Total attendance.	Elementary.	Secondary.
Total private schools.....	55	16,368	4,995	1,322
Independent.....	11	1,685	1,257	428
Denominational.....	44	4,683	3,738	894
State.....	1	573	282	291

In view of the frequency of the terms "academy" and "college" in the names of these private institutions, it is important to note that 1,284 of the pupils in these schools are of secondary grade and only 51 are in college classes.

Attendance.—The United States census reported 153,827 colored children of elementary school age, of whom 90,367 were attending school. A study of the figures for the public and private schools shows that while a majority of the elementary colored pupils are in the public schools, a majority of the secondary pupils and all the college students are in private institutions. A majority of the white secondary pupils are in public schools, however, and the college students are about equally divided.

Elementary.—The inadequacy of the elementary-school system for colored children is indicated by the fact that the attendance on both public and private schools is less than 59 per cent of the children between the ages of 6 and 14 years. The 4,995 pupils in the private schools are fairly well cared for, but their number is only a small part of the 90,367 children attending school and a still smaller fraction of the 153,827 children of elementary-school age.

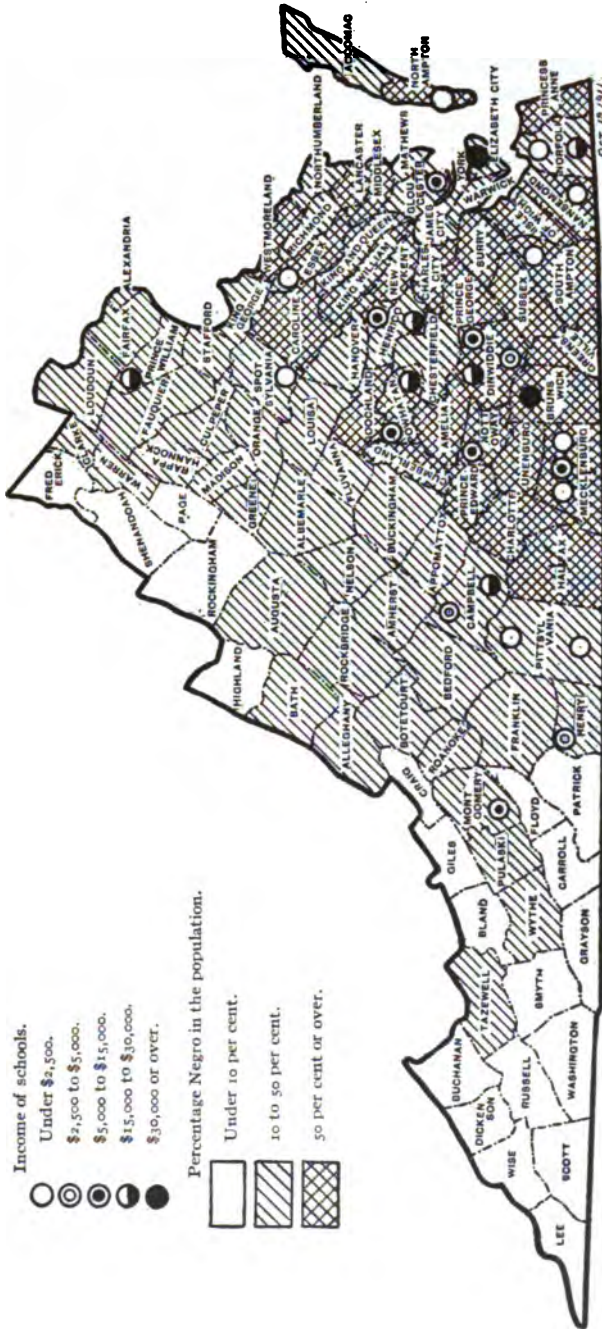
Secondary.—There are 6 public high schools for colored people in Virginia, 3 with four-year courses and 3 with three-year courses. All except the Armstrong High School in Richmond share their buildings with elementary grades. There are probably 10 or 15 other schools that enroll a few pupils above the eighth grade.

Of the 2,683 secondary colored pupils in Virginia, 1,322 are in 23 private schools. Four-year courses are maintained in 9 of these private schools, with an enrollment of 927 pupils. The secondary work of the remaining 14 schools varies from a few subjects above the elementary grades to a full three-year course. The courses of study in most of these schools follow closely the college preparatory or classical type. Many of them still require Greek and practically all make Latin the central subject.

College.—Virginia Union University is the only institution which offers work of college grade to colored students. The enrollment in college classes is 51. A theological course of college grade is also offered in this institution. Bishop Payne Divinity School is entirely devoted to the preparation of ministers. A number of other schools provide some instruction for ministers.

Teacher training.—The most urgent need of the colored schools is trained teachers. The supply now depends almost entirely upon the secondary schools, most of which are

¹ Includes 51 college students at Virginia Union University.



The circles show the location and the annual income of the more important schools. The shading indicates the percentage of Negroes in the total population.

private institutions. Twelve of these schools offer fair courses in teacher training. Four others include one or two teacher-training subjects in the general courses. The teacher-training course at Hampton is well organized and remarkably effective. The State Normal School at Petersburg offers good teacher-training work. The Richmond Public High School also provides a normal course. To supplement these facilities, an effort is now being made to develop county training schools. Through the cooperation of the Slater Fund and the General Education Board with the State department of education four of these schools are now maintained. As yet, however, their work is almost entirely of elementary grade. They are county centers at which some secondary and industrial training is provided for those who plan to teach in the rural schools. The pupils in the graduating classes of all of these schools number about 350, an annual output obviously inadequate to meet the need for teachers in a State with over 670,000 colored people and 2,430 colored public-school teachers. Special effort has been made by the State department of education to improve the teachers now in service by means of institutes and summer schools. In the summer of 1915 summer schools were held at Hampton Institute, St. Paul Normal and Industrial School, Virginia Normal and Industrial Institute, Virginia Union University, Manassas Industrial School, and Christiansburg Normal and Industrial Institute.

Industrial.—Through the influence of Hampton Institute, industrial training has received considerable recognition in Virginia. The St. Paul Normal School also offers trade training. Three of the smaller schools have industrial work which approximates trade training; 12 have satisfactory industrial training in one or two lines, and 10 others are making some effort to do industrial work.

Agricultural.—The Negroes of Virginia are dependent for agricultural training upon the extensive facilities of Hampton Institute and a few of the smaller schools. Of the smaller schools, Christiansburg Industrial Institute, Manassas Industrial Institute, and the St. Paul Normal and Industrial School are maintaining agricultural courses. Six other schools have farms on which their pupils work as laborers, the educational value of the work varying with the institution. A majority of these schools fail to provide for systematic instruction in agriculture. Three other private schools maintain courses in gardening.

Supervision.—Through the cooperation of the State department of education and the General Education Board, a white supervisor is maintained for the colored rural schools. This supervisor travels over the State observing educational conditions and encouraging all efforts for improvement. The more important agencies with which he cooperates are the Jeanes and Slater Funds and the extension department of Hampton Institute.

Thirty-five counties in the State have supervising industrial teachers traveling among the rural schools and assisting in the introduction of industrial work and the general upbuilding of the schools. These supervising teachers are supported in 12 counties by the Jeanes Fund in cooperation with the local school authorities or Hampton Institute. In these counties in 1915 the Jeanes Fund appropriated \$2,800, the counties gave \$1,332, and the supervisors raised \$16,647 by appeals to the people. Part of the last-mentioned sum was raised for the county training schools. In the other coun-

ties the supervisors are supported by cooperative arrangements with the General Education Board, the extension department of the Virginia Polytechnic Institute, the local school authorities, and Hampton Institute. In many of the counties these workers organized homemakers' clubs among the colored girls and women, stimulating interest in gardening, canning, and the care of the home.

SUMMARY OF EDUCATIONAL NEEDS.

1. The strengthening and extension of the elementary-school system. The only agencies able to supply this need are the State, the county, and the local public-school districts.

2. The increase of teacher-training facilities. To this end secondary schools with teacher-training courses should be developed and the private schools should cooperate with the State department of education by placing more emphasis on teacher-training courses in accordance with State standards.

3. More provision for instruction in gardening, household arts, and simple industries. In developing this work the county authorities would do well to consider the possibilities of the Jeanes Fund industrial supervisors.

4. More instruction in agriculture and in the problems of rural life, so that teachers and leaders may be developed for a people 76 per cent rural.

5. The maintenance of industrial high schools in cities.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools of Virginia are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

ALBEMARLE COUNTY.

	White.	Negro.
Population, 1910.....	24, 434	12, 197
Children 6 to 14 years of age, 1910.....	5, 184	3, 002
Teachers' salaries in public schools, 1911-12.....	44, 101	9, 559
Teachers' salaries per child 6 to 14 in county.....	7. 72	3. 18
Percentage illiterate, 1910.....	6	39. 7

The rural population is 81.5 per cent of the total. The average length of the public school term is 6.4 months for white pupils and 5.4 months for colored. The number of teachers is 140 in white schools and 60 in colored schools. The average attendance is 3,277 white pupils and 2,241 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be increased and strengthened. In order to provide a central institution where more advanced instruction may be given the county, in cooperation with the Slater Fund, is developing the training school near Charlottesville.

CHARLOTTESVILLE.

UNION RIDGE TRAINING SCHOOL.

Principal: J. G. Shelton.

A school of elementary grade selected as a central training institution to supplement the work of the public schools.

Attendance.—Total, 75; all elementary.

Teachers.—Total, 4; all colored; male 1, female 3.

Organization.—The seven elementary grades are fairly well taught. Some elementary work in manual training, cooking, sewing, canning, and chair caning is provided.

Financial, 1914-15.—The income amounted to \$1,100, of which \$600 was from public funds and \$500 from the Slater Fund. Of the income, \$1,050 was expended for salaries and \$50 for current expenses.

Plant.—Estimated value, \$3,500. The plant consists of 2 acres of land, value \$200, a four-room building, value \$2,700, and equipment valued at \$600.

Recommendations.—1. That the work be encouraged and facilities added, as the need appears, for a boarding department and secondary and industrial work.

2. That the theory and practice of gardening be made a part of the regular course.¹

BRUNSWICK COUNTY.

	White.	Negro.
Population, 1910.	7,878	11,366
Children 6 to 14 years of age, 1910.	1,679	2,948
Teachers' salaries in public schools, 1911-12.	\$20,663	\$3,891
Teachers' salaries per child 6 to 14 in county.	\$12.30	\$1.31
Percentage illiterate, 1910.	9	29

The entire population is rural. The average length of the public-school term is 7.1 months for white pupils and 4.8 months for colored. The number of teachers is 69 in white schools and 43 in colored schools. The average attendance is 1,022 white pupils and 1,157 colored pupils.

These statistics indicate the need for additional public school facilities. The work of the elementary schools should be increased and strengthened. The town of Lawrenceville provides no public school for colored people. The presence of the large private school has relieved the public officials of the feeling of responsibility to provide adequate school facilities for colored people. The St. Paul Normal School should be relieved of the burden of the elementary day pupils from Lawrenceville so that it may center its energies on the higher elementary, secondary, industrial, and teacher-training work.

LAWRENCEVILLE.

ST. PAUL NORMAL AND INDUSTRIAL SCHOOL.

Principal: J. S. Russell.

A school of elementary and secondary grade with extensive industrial equipment and several hundred acres of land. The institution is approved by the white and colored people of the county and its work has had marked influence on the section of the State in which it is located. The plant is, however, poorly arranged, and the agricultural equipment is not effectively used. These conditions are largely due to lack of funds.

The institution was founded in 1888 by the principal. The trustees were incorporated in 1890. This is one of the important schools of the Protestant Episcopal Church and receives aid and supervision from the Board of Missions and the American Church Institute for Negroes.

Attendance.—Total, 391; elementary 289, secondary 102; male 187, female 204. Of the pupils above the seventh grade, 67 were in day school and 79 in night school;

¹ See recommendations in summary chapter, p. 22.

7 were from Lawrenceville, 96 from other parts of Virginia, and 41 from other States. Practically all the pupils in the upper classes boarded at the school.

Teachers and workers.—Total, 49; all colored; male 21, female 28; grades 9, academic 6, girls' industries 6, boys' industries 12, administration and office workers 9, military 2, music 2, agriculture 2, matron 1.

Organization.—Elementary: Elementary work is done in the seven grades and the "preparatory year" of the "normal" course. Provision is made for industrial training.

Secondary: The subjects taught in the last three years of the "normal" course are arithmetic, algebra, geometry, English, physical and commercial geography, general history, agriculture, Bible, music, drawing and industrial training, methods and practice teaching. Latin is elective.

Night school: The pupils in the night school group work during the day and receive trade instruction. Two years of study in night classes are required to complete the courses covered in one year of day-school work.

Industrial: All pupils are required to take some industrial training. Pupils entering without means earn funds by working one year for the school. Day-school pupils are expected to devote two hours a week to industrial training. Several three-year courses in trades are offered for boys above the seventh grade. The attendance on these trades was: Tailoring 15, brick masonry 10, steam engineering 8, carpentry 8, blacksmithing 4, printing 2. Most of the teachers are well trained. The trade buildings and equipment are very inadequate. Practice work for the trades pupils is provided by contract jobs for the citizens of Lawrenceville. The girls' industrial department provides training in plain sewing, dressmaking, millinery, laundering and cooking. Much of the work in this department is well done.

Agricultural: Very little educational use is made of the 1,500 acres of land or the extensive farm equipment. One teacher trained in agriculture gives some classroom courses and supervises the farm operations on the hundred acres which the school cultivates.

Extension work: The influence of the school has been extended in Brunswick and neighboring counties through the farmers' conference, the fair, the public-school exhibit, and the summer school.

Discipline: The boys are organized according to military regulations and the discipline is maintained under that system. Supervision of the boys' rooms has been difficult on account of the dilapidated condition of the cottages in which the boys have been living. It is hoped that the new building now almost completed will enable the school to improve the dormitory conditions.

Financial, 1912-13.—A good system of accounts has been installed and the books are carefully kept. The more important financial items for the year were:

Income, excluding noneducational receipts.....	\$41,161
Expenditures, less noneducational receipts.....	39,375
Indebtedness.....	2,292
Value of property.....	230,043

Sources of income: Episcopal Board of Missions, \$18,173; general donations for current expenses, \$13,135; American Church Institute for Negroes, \$5,011; tuition and fees, \$2,728; endowment funds, \$1,664; Slater Fund, \$450. The noneducational

receipts amounted to \$8,388, of which \$4,815 was for increase of plant, \$3,323 from land sold, and \$250 from sale of electric light.

Items of expenditure: Administration expenses, including salaries, \$12,397; academic department, \$9,186; increase of plant, \$8,662; net cost of industrial departments, \$5,949; repairs and maintenance of plant, \$3,628; net cost of boarding department, \$2,794; net cost of agricultural department, \$1,630; interest on debt, \$953; extension work, \$533; aid to students, \$250; other expenses, \$1,781.

Indebtedness: During the year \$32,966 was raised through a special campaign and the existing indebtedness was entirely liquidated. The income for other purposes fell behind, however, so that by June 30, 1913, there was a new indebtedness for current expenses of \$2,292.

Value of property: Of the school property \$161,256 was in the school plant, \$46,835 in endowment, \$12,231 in groceries and supplies on hand, \$5,103 in special funds, \$2,832 in current accounts receivable, and \$1,786 cash on hand for general purposes.

Plant.—Land: Estimated value, \$44,515. The land comprises 1,536 acres and four city lots. About 100 acres are cultivated for school purposes.

Buildings: Estimated value, \$88,310. There are 60 buildings on the grounds, most of them small frame structures, badly in need of repair. Some are unsightly. The buildings have been scattered about the grounds with little regard to their location. The chapel, the most valuable of the buildings, cost \$25,000. Maurice Hall is valued at \$6,800; Webster Hall at \$9,500; and the domestic science building at \$5,108. The other buildings have a total valuation of less than \$5,000, most of them being worth only a few hundred dollars apiece.

Movable equipment: Estimated value, \$28,431. Much of the equipment is industrial, electrical, and farm apparatus. Fairly satisfactory furniture is provided for rooms and dormitories.

Recommendations.—1. That the trustees appoint a committee to study the organization and cooperate in the management of this important institution.

2. That the activities be so organized as to develop more effective correlation of the schoolroom with the farm, the shops, the dormitories, and the boarding department.

3. That the institution carry out the general plan of buildings and grounds recently adopted, providing for the centralization of the heating, electric, and pumping machinery; for the removal of the old and unsightly buildings, and for proper location and construction of future buildings.

4. That a full-time treasurer be appointed and his duties, together with those of the business manager, be clearly defined.

5. That effort be made to have the public-school authorities cooperate in the care of the local pupils.

Dates of visits: December, 1913; February, 1916.

CAMPBELL COUNTY.

The population of Campbell County is 43.9 per cent rural. There are no private schools for colored people outside of the city of Lynchburg.

LYNCHBURG.

	White.	Negro.
Population, 1910.....	20,028	9,466
Children 6 to 14 years of age, 1910.....	3,220	1,519
Teachers' salaries in public schools, 1911-12.....	\$58,849	\$8,267
Teachers' salaries per child 6 to 14 in city.....	\$18.27	\$5.44
Percentage illiterate, 1910.....	1.4	25.3

There are 84 teachers in white schools and 22 in colored schools. The average attendance is 2,598 white pupils and 1,167 colored pupils.

These statistics indicate that by a slight increase in facilities the public schools of Lynchburg could accommodate all the colored children of school age. In addition to the elementary schools a public high school is maintained for Negroes. The Virginia Collegiate and Industrial Institute should adapt its work more to the needs of rural pupils. The Virginia Theological Seminary and College should be reorganized.

LYNCHBURG PUBLIC HIGH SCHOOL.¹

Principal: Helen D. Urquhart.²

A three-year high school with good teaching force and provision for industrial training. Lynchburg is one of the few cities where Southern white people still teach in colored public schools.

Attendance.—Total, 110; all secondary; male 27, female 83.

Teachers—Total 4; all white; all female. Manual training for boys is taught by a teacher from another city school.

Organization.—The high-school course includes some elementary subjects, spelling, arithmetic, and reading being taught throughout the course. The secondary subjects are: Latin, 3 years; algebra, 3; English, 3½; history and civics, 3; physics, ½.

Industrial: A course in cooking and sewing is provided for girls and sloyd work and drawing for boys.

Plant.—Estimated value, \$14,000. The plant consists of a city lot of about half an acre and a two-story frame building with fairly good equipment.

Date of visit: February, 1916.

VIRGINIA COLLEGIATE AND INDUSTRIAL INSTITUTE.

Principal: L. M. McCoy.³

A small school of secondary grade aided and supervised by the Freedman's Aid Society of the Methodist Episcopal Church, but operated as a branch academy of Morgan College by the Morgan College trustees.

Attendance.—Total, 85; elementary 9, secondary 76; boarders, 35. The reported enrollment for the year was 92.

Teachers.—Total, 5; all colored; male 1, female 4.

¹ Known as Jackson High School.

² White.

³ Elected since date of visit.

Organization.—Elementary: Elementary work is done in the seventh and eighth grades and in the first "normal" class.

Secondary: The three upper grades of the "normal and preparatory" course include Latin, 1½ years; German, chemistry, and physics, 1; arithmetic, 1; algebra and geometry, 2; English, 3; history, 2; nature study, 1; music, 1; drawing, ½; teacher-training, 1. Instruction in cooking and sewing is provided for the girls.

Financial, 1913-14.—Careful accounts are kept in the office of the principal and reports made to the Morgan College Corporation. The more important financial items were:

Income, excluding noneducational receipts.....	\$3,400
Expenditure, less noneducational receipts.....	2,300
Value of plant.....	35,500

Income: Morgan College Corporation, \$1,900; tuition and fees, \$1,100; donations, \$400. The noneducational receipts were from the boarding department and amounted to \$1,600.

Expenditures: Salaries, \$1,900; supplies for boarding and other departments, \$1,800; repairs, \$200. The cash balance was \$1,100.

Plant.—Land: Estimated value, \$10,000. The land consists of 12 acres on a high hill near the city limits. The general appearance of the grounds could be improved.

Buildings: Estimated value, \$25,000. The one building is a large structure of unfinished stone.

Movable equipment: Estimated value, \$500. The equipment consists of furniture for classrooms and dormitories.

Recommendations.—1. That the plan to make this school an institution for the training of young women be encouraged. To this end teachers and equipment should be provided for courses in teacher training, cooking, sewing, and gardening.¹

Date of visit: November, 1914.

VIRGINIA THEOLOGICAL SEMINARY AND COLLEGE.

President: Robert C. Woods.

A school of elementary and secondary grade. Excessive time is devoted to foreign languages and exaggerated claims are made for the courses offered.

The school was founded in 1888 and opened in 1890 by the Virginia Baptist State Convention. It is owned and controlled by that body.

Attendance.—Total, 200; elementary 99, secondary 101; of the secondary pupils, 53 were male and 48 female; 70 were boarders. The reported enrollment for the year was 250.

Teachers and workers.—Total, 15; all colored; male 9, female 6; grades and academic 9, commercial 2, music 1, others 3.

Organization.—Elementary: Elementary work is done in the three-year preparatory course.

Secondary: The secondary subjects are taught in the "normal" course of three years and in the "academic" course of four years. In both courses a disproportionate

¹ See recommendations in summary chapter, p. 22.

amount of time is devoted to foreign languages. The pupils in the academic classes report: Latin, 3 years; Greek 3, and German 1. Those in the normal course receive some instruction in teacher training and domestic science. A few pupils are studying theological subjects.

Financial, 1913-14.—Full accounts are not kept at the school. According to figures given, the more important items were:

Income, excluding noneducational receipts.....	\$16,422
Expenditures, less noneducational receipts.....	16,422
Indebtedness.....	14,000
Value of plant.....	56,000

Sources of income: Baptist State Convention, \$14,000; tuition and fees, \$1,422; donations, \$1,000. The noneducational receipts were from the boarding department and amounted to \$4,961. In addition, the convention appropriated \$4,000 for a new building.

Items of expenditure: Supplies for boarding department, \$7,650; salaries, \$6,200; light, fuel, and water, \$1,000; advertising and soliciting, \$200; repairs and other expenses, \$6,333.

Indebtedness: The indebtedness is secured by a mortgage on the entire school plant.

Plant.—Land: Estimated value, \$12,000. The school owns 6 acres of city property. A portion of this is used for school garden.

Buildings: Estimated value, \$40,000. There are two 4-story brick buildings and a 3-story annex. The main building contains nine classrooms on the first floor; on the upper floors are dormitory rooms for boys. The annex to this building is used for dining room, library, and dormitory. The other building contains offices, reception room, and girls' dormitories. The buildings are heated by steam and lighted by electricity. They are well kept and in good repair.

Movable equipment: Estimated value, \$4,000. Of the equipment, \$3,000 was in furniture and \$1,000 in farm implements.

Recommendations.—1. That the curriculum be simplified and adapted to the number of teachers available.

2. That less time be devoted to foreign languages, in order that more time may be given to elementary science and teacher-training courses.

3. That provision be made for instruction in the theory and practice of gardening and simple industrial training.¹

Date of visit: November, 1914.

CAROLINE COUNTY.

	White.	Negro.
Population, 1910.....	7,846	8,750
Children 6 to 14 years of age, 1910.....	1,610	2,324
Teachers' salaries in public schools, 1911-12.....	\$12,749	\$3,716
Teachers' salaries per child 6 to 14 in county.....	\$7.91	\$1.59
Percentage illiterate, 1910.....	11.2	35.6

The entire population is rural. The average length of the public-school term is 6 months for both white and colored pupils. The number of teachers is 59 in white

¹ See recommendations in summary chapter, p. 22.

schools and 34 in colored schools. The average attendance is 983 white pupils and 1,226 colored pupils.

These statistics indicate the need for increased public-school facilities. A Jeanes Fund county supervising industrial teacher travels among the rural schools and helps the teachers to introduce industrial work and to extend the influence of the school into the community. In order to provide an institution where pupils may supplement the training given in the rural schools, the county, in cooperation with the Slater Fund and the General Education Board, is developing the school at Bowling Green.

BOWLING GREEN.

CAROLINE COUNTY TRAINING SCHOOL.

Principal: G. H. Buchanan.

A school of elementary grade selected as a central training institution to supplement the work of the public schools.

Attendance.—Total, 212; all elementary; boarders, 4.

Teachers.—Total, 4; all colored; male 1, female 3.

Organization.—Nine grades are fairly well taught. The industrial work consists of cooking, sewing, and simple manual training. Some instruction in gardening is provided. In order that the pupils who go out to teach in the rural schools may have some training, methods and management are taught in the ninth grade.

Financial, 1914-15.—The income amounted to \$2,080, of which \$1,430 was from public funds, \$500 from the Slater Fund, and \$150 from other sources. Of the income, \$1,760 was expended for salaries and \$320 for other purposes.

Plant.—Estimated value, \$4,300. The plant consists of 11 acres of land, value \$800, a 6-room building, value \$2,000, and equipment valued at \$1,500.

Recommendation.—That the work be encouraged and facilities added, as the need appears, for increased secondary work and teacher-training.

DINWIDDIE COUNTY.

	White.	Negro.
Population, 1910.....	19, 186	20, 382
Children 6 to 14 years of age, 1910.....	3, 369	4, 529
Teachers' salaries in public schools, 1911-12.....	\$55, 170	\$12, 528
Teachers' salaries per child 6 to 14 in county.....	\$16. 38	\$2. 77
Percentage illiterate, 1910.....	3. 7	27. 8

The rural population is 39 per cent of the total. The average length of the public school term is 7.2 months for white pupils and 5 months for the colored. The number of teachers is 122 in white schools and 60 in colored schools. The average attendance is 2,518 white pupils and 2,325 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be increased and strengthened. The Dinwiddie Agricultural and Industrial School is a central institution where the pupils of the county may supplement the training received in the rural schools. The city of Petersburg provides a city high school for the local pupils. The Bishop Payne Divinity School and the State Normal School do not enter materially into the local situation, since most of their pupils are boarders.

DINWIDDIE.

DINWIDDIE AGRICULTURAL AND INDUSTRIAL SCHOOL.

Principal: W. E. Woodyard.¹

An elementary school with small attendance.

The school was founded in 1898, largely through the influence of the Van Rensselaer family of Philadelphia, and for a time was controlled by an independent board of trustees. It is now owned and supervised by the Board of Education of the African Methodist Episcopal Zion Church.

Attendance.—Total, 45; elementary 36, secondary 9; boarders, 34. The reported enrollment for the year was 76.

Teachers.—Total, 7; all colored; male 4, female 3. The teachers are graduates of good schools.

Organization.—Elementary: The elementary work covers the three upper elementary grades, with liberal time for physiology and hygiene.

Secondary: The preparatory course of 3 years includes the usual secondary subjects with 3 years of Latin and 2 years of Greek or German. The teachers' course differs from the preparatory course in the omission of languages and the substitution of science, animal husbandry, and principles of teaching.

Industrial: Four hours a week of industrial work is required of all pupils. A little training in carpentry and blacksmithing is provided for the boys and cooking and sewing for the girls. The shops are poorly equipped. The farm is maintained on a commercial basis.

Financial.—The bookkeeping system under a former principal had been so inadequate that no accurate financial items were available. As far as could be determined the income for 1913-14 was about \$3,000, all of which was used for teachers' salaries and expenses.

Plant.—The estimated value of the plant was \$18,750.

Land: Estimated value, \$6,250. The school owns 246 acres of land, with about 100 acres under cultivation.

Buildings: Estimated value, \$8,800. The main building is a neat two-story frame structure used for classrooms, office, and girls' dormitory. A frame cottage is used for the boys' dormitory. The other buildings are the two shops and the large barn. The buildings are in good condition and the dormitories and classrooms well kept.

Movable equipment: Estimated value, \$3,700. Of this, \$2,000 is in furniture and \$1,700 in farm equipment and live stock.

Recommendations.—1. That closer cooperation with the public school system be developed and the institution made a county training school.

2. That gardening and simple industrial training be made part of the regular course.²

3. That an accounting system adapted to the needs of the school be installed and the books audited annually by an accredited accountant.

Date of visit: November, 1914.

¹Appointed since date of visit.

² See recommendations in summary chapter, p. 22.

PETERSBURG.

PETERSBURG PUBLIC HIGH SCHOOL.¹

Principal: James E. Shields.

A city high school offering three years of secondary work with domestic science for girls. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 147; male 29, female 118. The elementary enrollment was 901.

Teachers.—Secondary, 4; all colored; male 1, female 3. There were 7 teachers for the elementary grades.

Plant.—Estimated value, \$30,000. The plant consists of a city lot, a brick building, and fairly good equipment.

Date of visit: February, 1916.

BISHOP PAYNE-DIVINITY SCHOOL.

Principal: C. B. Bryan.²

A school for the training of men for the ministry of the Protestant Episcopal Church. A boarding department is maintained. All but one of the teachers are white men, natives of Virginia and graduates of the best institutions of the State.

The school was established by the Episcopal Bishop of Virginia in 1878. It was incorporated in 1884 and has a board of trustees composed of prominent white clergymen and laymen of the Protestant Episcopal Church. It receives aid from the American Church Institute for Negroes.

Attendance.—Total, 15; all male.

Teachers.—Total, 4; white 3, colored 1; all male. All the teachers are well trained.

Organization.—Two courses are offered. The course taken by candidates for deacon's orders includes Biblical study, Hebrew and Greek, prayer book, church history, and English. The course for priest's orders covers three years and includes apologetics, exegetical theology, doctrinal theology, historical theology, pastoral theology, English, Bible, prayer book, and Christian ethics. The small number of pupils makes it possible to give intensive instruction to the individual students. There is need for a larger recognition of educational efforts that pertain to the community life of the colored race.

Financial, 1913-14.—There is no record of finances of the school except the memoranda kept by the president. As far as could be determined the more important items were:

Income.....	\$12,320
Expenditures.....	12,100
Value of property.....	48,000

Sources of income: All of the income is from the Episcopal boards, churches, and the endowment fund. No board is charged.

Items of expenditure: Salaries, \$7,900; supplies for boarding department, \$1,610; light and fuel, \$200; equipment, \$180; other expenses, \$2,210.

¹ Known as Peabody High School.

² White.

School property: The property consists of \$25,000 in the school plant and \$23,000 in endowment.

Plant.—**Land:** Estimated value, \$5,000. The land consists of about an acre of city property.

Buildings: Estimated value, \$18,000. There are four 2-story buildings. The main building is of brick, while the others are of frame construction. The buildings are in good repair and the rooms well kept.

Movable equipment: Estimated value, \$2,000. Most of the equipment is in furniture. There is a fairly good library.

Recommendations.—1. That plans be adopted whereby the benefits of the institution may be extended to a larger number of pupils.

2. That instruction be broadened to include training for social service.

3. That increased contact with actual conditions of colored people be developed.

4. That a system of accounts suited to the needs of the school be installed and the books audited annually by an accredited accountant.

Date of visit: November, 1914. **Facts verified,** 1916.

VIRGINIA NORMAL AND INDUSTRIAL INSTITUTE.

President: J. M. Gandy.

A large secondary school with almost half the enrollment in the elementary grades. More than three-fourths of the pupils are girls. No tuition is charged those who pledge themselves to teach in the Virginia public schools. The industrial and agricultural courses are limited.

The school was founded in 1882 by the State of Virginia and is controlled by the State board of education through a board of visitors. It is largely supported by the State appropriation.

Attendance.—Total, 573; elementary 282, secondary 291; male 142, female 431. Of the secondary students 258 were boarders, most of them from Virginia. The reported enrollment for the year was 778.

Teachers and workers.—Total, 25; all colored; male 9, female 16; grades 3, academic 9, girls' industries 3, boys' industries 1, agriculture 1, commercial 1, music 1, executive 4, matrons 2.

Organization.—A new course of study is being introduced. In 1915-16, the pupils were taught in the six-grade practice school and in the "grammar school," consisting of the seventh and eighth grades. The secondary work was done in a four-year high-school course, with Latin elective in the last two years.

Besides this high-school course, the complete plan to be realized hereafter provides a parallel four-year industrial-normal course for pupils desiring teacher training without completing the regular high-school work. The catalogue also outlines four 2-year normal courses adapted to fit pupils to teach special subjects. These courses are intended for pupils who may desire to remain after completing the high-school course.

Industrial: Some manual training is provided for boys in the elementary grades and in the first year of the high school, but, with one teacher for all the classes, it is necessarily very limited. Cooking and sewing are required of all girls at some time in the course and elementary sewing is required of the boys in the practice school. The work begins

in the elementary grades and continues through the school. In the upper classes the work is elective.

Agriculture: A classroom course in agriculture is given in the upper elementary grades and in the first secondary class. A few pupils report practice work.

Financial, 1913-14.—A good system of accounting is followed and the books are carefully kept. The more important items for the year were:

Income, excluding noneducational receipts.....	\$27,898
Expenditures, less noneducational receipts.....	27,679
Value of plant.....	233,900

Sources of income: State appropriations, \$22,000; tuition and fees, \$5,898. The noneducational receipts amounted to \$29,974, of which \$27,763 was from the boarding department and \$2,211 from the farm.

Items of expenditure: Supplies and labor for boarding department, \$25,447; salaries, \$16,680; power, light, and heat, \$5,410; repairs, \$2,586; additions to land and buildings, \$2,423; labor and supplies for agricultural department, \$2,082; traveling expenses and advertising, \$684; equipment, \$652; insurance, \$600; labor and supplies for academic department, \$505; library expenses, \$75; office supplies and sundries, \$509.

Plant.—Land: Estimated value, \$16,000. The land comprises 40 acres, 24 in the farm and 16 in the campus. The campus is well kept.

Buildings: Estimated value, \$190,900. There are nine brick buildings and a frame cottage on the grounds. The main building is a four-story structure 367 feet long. It contains offices, dining room, classrooms, and assembly rooms on the first and second floors, and girls' dormitory on the third and fourth floors. A two-story building is used for the agricultural department, the training school, science classes, manual training, and boys' dormitory. A three-story building recently erected is used for boys' dormitory. There are also three 2-story houses for the president and teachers, besides the laundry and the domestic science building. The remaining buildings are the heating plant and a frame cottage used by the teacher of agriculture. The buildings have toilet facilities, fire protection, steam heat, and electric lights. They are all in good repair.

Movable equipment: Estimated value, \$27,000. Of this \$17,550 is in furniture \$3,500 in farm equipment and live stock, \$2,500 in shop equipment, \$1,500 in scientific apparatus, \$1,200 in library books and fixtures, and \$750 in other equipment.

Recommendations.—1. That training of teachers continue to be the main purpose of the school and that special emphasis be given to training for rural schools.

2. That the theory and practice of gardening be made an effective part of the regular course.¹

3. That the manual training course be strengthened.

Dates of visits: November, 1914; November, 1915.

ELIZABETH CITY COUNTY.

	White.	Negro.
Population, 1910.....	13,227	7,992
Children 6 to 14 years of age, 1910.....	1,670	1,506
Teachers' salaries in public schools, 1911-12.....	\$23,545	\$3,956
Teachers' salaries per child, 6 to 14, in county.....	\$14.09	\$2.62
Percentage illiterate, 1910.....	1.5	22.5

¹ See recommendations in summary chapter, p. 22.

The rural population is 4.1 per cent of the total. The average length of the public school term is 8.7 months for white pupils and 7.2 months for colored. The number of teachers is 52 in white schools and 25 in colored schools. The average attendance is 1,522 white pupils and 944 colored pupils.

These statistics indicate the need for increased public school facilities. Hampton Institute cooperates with the county in maintaining the Whittier School. The Weaver Orphanage and the Dixie Hospital are described in the summary of special institutions for Virginia.

HAMPTON.

HAMPTON NORMAL AND AGRICULTURAL INSTITUTE.

Principal: H. B. Frissell.¹

A vocational school of secondary grade, preparing teachers of academic, industrial, and agricultural subjects and supervisors of county industrial-school work. The institution has national recognition as a pioneer in the demonstration of the educational value of manual labor and in the correlation of academic subjects with industrial training. Its most remarkable work has been in character training, whereby colored boys and girls have been developed into men and women capable of honest, useful, and sensible citizenship. In its neighborhood and extension work it was the forerunner of the social settlement, and still surpasses most of those institutions in the adaptation of its work to the needs of the community. Successful effort has been made to win the sympathetic cooperation of the Southern people in the education of the Negro.

In May, 1867, the American Missionary Association purchased the land now occupied by the school; temporary buildings were constructed from old barracks that had been used for hospital purposes during the Civil War, and the school opened April 1, 1868, with Gen. Samuel Chapman Armstrong in charge. On June 4, 1870, a charter was granted by the General Assembly of Virginia and the school began its independent career under the control of a nondenominational board of 17 men. This board is composed of influential white men representing the South as well as the North. Since 1873 the school has received a share of the Federal funds for agricultural and mechanical education, and to supervise the expenditure of these funds a board of four curators is appointed by the governor. From 1878 to 1911 the school received Federal appropriations for Indian education. A few Indians still attend, but the figures given below do not include them.

Attendance.—Total, 762; elementary 412, secondary 350; male 472, female 290. Of those reporting home address, 21 were from Hampton, 388 from other places in Virginia, and 240 from other States; 293 were from farm homes. In addition there were 450 pupils at the Whittier Practice School.

Teachers and workers.—Total, 210; white 147, colored 63; male 106, female 104; executive 12, academic 51, trades 42, girls' industries 16, agriculture 15, extension 8, matrons and boarding department workers 12, bookkeepers 11, office workers 29, military and physical training 7, other workers 7. In addition there were 8 teachers in the Whittier School and 9 part-time workers.

Organization.—All pupils are classified into the following vocational groups: (1) Work class, (2) mechanical trades, (3) agriculture, (4) household arts, (5) business, and (6)

¹White.

teacher training. All the pupils of these groups attend either the night school or day school.

The night school is composed of pupils in the work class, mechanical trades and agriculture who work during the day and attend school two 50-minute periods, beginning at 6.45 p. m. The trades pupils have an additional 50-minute period beginning at 7 a. m., and agricultural pupils one beginning at 11 a. m. The enrollment is 320.

The day school begins at 8 a. m., and continues, except for an intermission at noon, until 4 p. m. At the last period in the morning the day classes are assembled to hear lectures on topics of general interest. The enrollment was 442.

Elementary: One preparatory class is maintained to supply the deficiencies in the elementary training of the pupils. In this class special attention is given to reading, penmanship, spelling, English, composition, arithmetic, geography, and physiology.

Secondary: The secondary courses are all four years in length. Those offered to the boys are the academic-normal, agricultural, mechanical trades, and business courses. Those offered to the girls are the academic-normal and home economics courses. The subjects required in the academic-normal course are: English, 6 years; history, $2\frac{1}{2}$; elements of sociology and economics, 1; psychology and principles of teaching, 2; Bible, 1; physical training, 1; manual training, 3; and a half-year of all-day practice teaching under supervision in the Whittier School.¹ While this selection of subjects is in the main representative of the academic subjects of the other courses, there are important modifications to suit the demands of the vocation selected.

Agricultural: In the agricultural course the pupils are required to spend about half the day for three years in practice work in each department of the farm. The remainder of each day and practically all of the fourth year are devoted to the study of agricultural theory and of academic subjects. During the winter of the second year three months are spent at the trade school in practicing harness mending, carpentry, bricklaying, and other activities necessary for farmers.

In addition to this course for the 35 pupils specializing in agriculture, pupils in all departments are required to take theory and practice of agriculture and of animal husbandry for five periods a week during a year and a half. This course is sufficiently thorough to enable graduates to teach school gardening or to undertake farming. Because of the number of pupils receiving this knowledge and practice, the work is quite as important as the longer course for the limited number of special pupils.

A short course of eight months is provided for special students who desire to obtain preparation for farm life. This course includes elementary theory and practice of farming with some attention to farm machinery and care of animals.

Mechanical trades: The trade school department offers instruction in 13 trades, each trade requiring the pupil to spend eight hours a day in shop practice for three years. The hours are from 8 to 12 and 1 to 5 p. m. The pupils are excused from shop practice for mechanical drawing, mechanics, applied mathematics, and business principles. During the three years of shop practice the other academic work is done in three 50-minute periods five days a week. One period begins at 7 a. m.; the other two

¹ This is a large eight-grade school maintained cooperatively by Hampton Institute and the county. It has kindergarten, elementary grades, and facilities for manual work, household arts, and school gardening. It forms an excellent laboratory for observation and practice teaching.

begin at 6.45 p. m. The fourth year is devoted chiefly to academic work. The important trades are carpentry, blacksmithing, wheelwrighting, bricklaying, machinery, painting, tailoring, printing, leather work, engineering, and tinsmithing. The enrollment in this department was 186.

Manual training is required of boys and girls in all courses. The purpose of the work is to enable the pupils to teach simple woodworking and attend to the smaller repairs of the school building. The work is very well done.

Business: The business course is practically the same as the academic-normal for the first two years. In the last two years prominence is given to typewriting, shorthand, business law, and bookkeeping. Ample practice is provided in the administrative offices of the institution. About 15 pupils were taking the course.

Academic-normal for young women: This course includes the academic subjects already outlined, with the addition of four periods a week of training in home economics throughout the four years of the course, the cultivation of a kitchen garden, and practice in the household activities of the school. A majority of the girls take this course.

Home economics: The home economics course is arranged for those desiring special training as teachers of girls' industries. It includes a large part of the academic-normal course, with liberal time allotment for the theory and practice of household arts.

Work class: The work class is one of the most distinctive features of the school organization. It is composed of first-year pupils who work during the day for 12 months and attend night school for eight months. The existence of the class is explained by the fact that it is necessary for most of the pupils to earn at least part of their expenses and also by the fact that the school considers the educational results of this experience vital in the training of the pupils. In order to make educational use of all activities incident to the care for the plant, it has been arranged that the work on the farms, care of roads and grounds, care of dormitories, kitchen, laundry, and similar departments shall be done by the pupils. Even after the work year the classes are so arranged that approximately one-sixth of the school is free each week day to work for wages.

The largest unit of the work class is employed at the Shellbanks Farm, located 5 miles away from the institution. About 40 pupils spend their first year on this school farm, working all day and attending school at night.

Discipline and physical training: The young men are organized into military companies for purposes of physical drill and discipline. The arbitrary features of a purely military system are successfully modified by a division of responsibility among the pupils. All rooms are inspected every day by student officers and every week by members of the faculty. The young women's rooms are inspected daily by matrons. Supervision of every phase of dormitory life is effectively carried out.

Physical training is carefully directed. All the pupils have gymnastics, the work including calisthenics, wands dumb-bells, Indian clubs, folk games, and apparatus games. Physical measurements and strength tests are taken at the beginning and end of the school year, and record is kept of the physical conditions of all the pupils. The eyes, ears, and teeth are examined by specialists, and all corrective work is done on the grounds at moderate cost. The athletic games are under the direction of the physical-training teachers.

Religious and social service training: The religious training of the pupils is an important part of the school program. Four workers give special attention to this work. The activities are: Sunday school of 40 classes regularly taught by the institute teachers, Young Men's and Young Women's Christian Associations under paid directors with a well-equipped building for the young men, daily chapel and Sunday services for all pupils, and neighborhood work, which includes the management of boys' clubs and Sunday Schools and Sunday services for the old and infirm of the neighborhood.

Library: The library of 36,000 volumes is in charge of trained librarians, who direct the pupils in their efforts to obtain a knowledge of good books and to cultivate a taste for them. Opportunity is offered to a limited number of pupils to study library methods and to prepare themselves for library work.

Student record department: The object of the student record department is to keep in close touch with its graduates and former students, helping them in their work and gaining through their experience valuable assistance in the formation of the courses of study and work. This department also makes a record of the history of every pupil, including his parentage, home condition, previous education, class and work standing at the institute. Two workers are employed in this department.

Music: All pupils receive training in vocal music. The "Plantation Melodies" are sung not only for their musical value but as an expression of the spiritual struggles of the Negroes in America.

Extension work: As a pioneer school of industrial education Hampton's influence is coextensive with the fields of vocational and racial education. The principal is a member of several important educational boards and the workers maintain close co-operation with the activities of these boards. About 20,000 visitors are entertained annually; they come from many sections of America and from foreign countries. Many of these visitors are missionaries, heads of institutions, and superintendents or supervisors of education.

The Farmers' Conference brings together not only the leading colored farmers of Virginia and neighboring States, but also county supervisors, demonstration agents, and many white people of influence who are interested in the improvement of colored people in rural communities. Through the cooperation of the United States Department of Agriculture and the State Department of Public Instruction, the colored agents of those departments assist in the preparation of exhibits and reports and contribute much to the success of the conference. In addition, a 10 days' course is arranged for the instruction of rural-school supervisors in subjects pertaining to their work.

In cooperation with the Jeanes Fund the school pays the salaries of some of the county supervising teachers in Virginia. These young women spend their time in strengthening the training in industry and sanitation in the Negro rural schools.

The summer school is attended by teachers from a wide area. About three-fifths of the 445 attending in 1915 were from Virginia and the remaining two-fifths were scattered over 22 States. A course of one month's instruction in teachers' problems is provided. After attending the summer school 3 out of 5 consecutive years and completing a satisfactory course, Virginia teachers who already hold certificates of specified grade are granted first or second grade industrial certificates by the State.

Through its press and publication services the institution renders valuable service to a number of newspapers. The Southern Workman, a magazine dealing with race relations, is published monthly. Valuable leaflets and pamphlets are also distributed to those interested in the adaption of education to the needs of pupils and community.

Financial, 1913-14.—An excellent system of accounts is followed and the financial records are carefully kept by a force of competent bookkeepers. The books are audited annually by expert accountants and a detailed financial statement with a full list of donors is published: According to the statement for the year the more important items were:

Income, excluding noneducational receipts.....	\$291,484
Expenditures, less noneducational receipts.....	287,857
Indebtedness.....	42,078
Value of property.....	4,236,132

Sources of income: Endowment funds, \$122,981; general donations, \$58,277; donations for scholarships, \$40,894; Federal funds, \$26,996; General Education Board, \$25,000; Slater Fund, \$9,250; donations for library and other special purposes, \$4,047; county appropriations for Whittier School, \$2,080; church collections and subscriptions to pastor's salary, \$1,074; interest on bank balances and other sources, \$885.

The noneducational receipts were from the farm and the various industrial and productive departments. These receipts are not shown separately for the reason that only the net expenditures of the several departments are given under items of expenditure below.

Items of expenditure (net cost including salaries): Academic and normal, \$66,555; publications, traveling expenses, and soliciting, \$43,596; administrative expenses, \$36,571; agricultural department, \$31,130; boarding department, \$22,697; trade school and industrial departments, \$21,658; maintenance of plant, \$14,540; physical and military training, \$11,481; extension work, \$9,801; library, museum, lectures, and entertainments, \$8,392; church, chapel, Y. M. C. A. hall, \$7,457; appropriation to retirement fund, \$4,336; students' hospitals, \$4,248; general equipment, \$1,879; purchasing department and general operations, \$3,516. In addition to these expenditures for current expenses, \$47,200, appropriated from a special fund, was expended for permanent improvement

Indebtedness: The indebtedness June 30, 1914, amounted to \$42,078, of which \$15,924 was accounts payable, \$14,453 loans payable, and \$11,701 students' balances and earnings.

School property: The school property consists of \$2,709,345 in endowment, \$1,346,933 in plant, \$128,957 in funds held for permanent improvement and other special purposes, \$44,118 in cash in bank, notes and accounts receivable and prepaid insurance, and \$6,779 in supplies on hand.

Plant.—Land: Estimated value, \$215,000. The school owns 1,160 acres of land. Of this, 67 acres are in the campus, 111 in the home farm adjoining the campus, 597 in the Shellbanks farm, 6 miles from the school, and 385 in the Cope farm at Waldorf, Md. The home farm includes the dairy, poultry houses, orchard, nursery, and fields for grain, forage crops, truck, and small fruit. Over 400 acres are under cultivation at Shellbanks. At the Cope farm about 125 acres are cultivated by outside labor. The school grounds have a frontage of nearly half a mile on Hampton Roads. The campus, with

its well-planned walks and driveways and beautiful trees and shrubbery, is one of the most attractive in the country.

Buildings: Estimated value, \$866,142. There are 30 main buildings and 62 cottages on the campus. The main buildings include: Three buildings, brick, used for girls' dormitories, teachers' rooms, kitchen, and dining room, aggregate value \$150,000; four buildings, three of brick and one frame, used exclusively for boys' dormitories, aggregate value \$90,000; five buildings, two of brick and three frame, used for boys' dormitories, industrial work, store, and publication office, aggregate value, \$75,000; the trade-school building, brick, value, \$90,000; the library, brick, value, \$60,000; the church, pressed brick, value, \$40,000; domestic-science building, brick, containing classrooms for domestic science, agriculture, physics, and manual training, value, \$30,000; Y. M. C. A. building, brick, value, \$25,000; academic building, brick, containing classrooms and offices, value, \$20,000; Whittier school, frame, used for elementary work and teacher training, value, \$15,000; laundry, brick, value, \$12,000; gymnasium, frame, value, \$9,000; Holly Tree Inn, frame, used for guests' and instructors' rooms and dining room, value, \$9,000; museum building, brick, value, \$7,000; Abby May Home, frame, used for teachers' rooms, value, \$6,000; St. Crispins building, brick, used for instructors' rooms, value, \$5,000; treasury building, frame, used for offices and guests' and teachers' rooms, value, \$5,000; executive building, frame, used for offices and teachers' rooms, value, \$4,000; Griggs Hall, brick, used for teachers' rooms, value, \$2,500; paint shop, frame, value, \$2,000; and the steam plant, brick, value, \$2,000. Of the brick buildings one is five stories high; three are four stories; six are three stories, seven are two stories, and two are one story. Of the frame buildings one is four stories high; four are three stories, four are two stories, and two are one story. The 62 cottages are of varying sizes and material and are used for dwellings of officers and teachers. Their aggregate estimated value is \$100,142.

The buildings on the home farm include a \$20,000 brick barn, an \$8,000 steel and glass greenhouse, and various small structures used for poultry culture, storage, and other purposes, with an aggregate value of about \$7,000. At Shellbanks there are three large brick barns, a large brick building used for classrooms, boys' dormitory and teachers' rooms, and several cottages and small structures, with an aggregate value of about \$70,000. The Cope farm property includes a house and large barn, value about \$2,500.

Seventy-eight of the buildings, of which 15 are brick, were built by students under direction of instructors. All of the buildings are carefully supervised, well kept, and in good repair.

Movable equipment: Estimated value, \$265,791. Of this \$91,482 was in trade-school equipment and machinery, \$50,811 in agricultural implements and live stock, and \$123,498 in dormitory furniture, classroom and office equipment, library books and fixtures, scientific apparatus, and various other equipment.

Recommendations.—1. That the courses of instruction be varied in extent to suit both the different grades of pupil ability and also the different grades of positions to be filled.

2. That arrangements be made to provide for the advanced training of selected graduates by special instruction at Hampton and at other institutions with similar ideals of education, so as to fit them for positions as principals and instructors in institutions of similar type.

3. That a limited increase in attendance be encouraged to provide a full quota of pupils for each department of the school.

ESSEX COUNTY.

	White.	Negro.
Population, 1910.....	3,790	5,315
Children 6 to 14 years of age, 1910.....	724	1,400
Teachers' salaries in public schools, 1911-12.....	\$8,508	\$3,183
Teachers' salaries per child 6 to 14 in county.....	\$11.74	\$2.27
Percentage illiterate, 1910.....	7.8	27.3

The entire population is rural. The average length of the public-school term is 7.2 months for white pupils and 5 months for colored. The number of teachers is 28 in white schools and 24 in colored schools. The average attendance is 393 white pupils and 612 colored pupils.

These statistics indicate the need for additional public-school facilities. The work of the elementary schools should be increased and strengthened. The Rappahannock Industrial Academy serves as a good central institution where pupils may board and supplement the training received in the rural schools. A Jeanes Fund supervising industrial teacher travels among the schools of the county and aids the teachers to introduce industrial work and extend the influence of the school into the community.

OZENA.

RAPPAHANNOCK INDUSTRIAL ACADEMY.

Principal: W. E. Robinson.

A school of elementary grade doing good work in a rural community. It was founded by the local Baptist Association and is owned and controlled by a local board of trustees.

Attendance.—Total, 66; boarders, 55. The course covers nine grades. Some secondary and teacher-training subjects are offered in the ninth grade. The industrial work consists of sewing and farming. The dormitory is well supervised.

Teachers.—Total, 5; all colored; male 1, female 4. The teachers are well trained.

Financial, 1913-14.—The accounts are well kept. The more important financial items for the year were:

Income, excluding noneducational receipts.....	\$1,412
Expenditures, less noneducational receipts.....	1,412
Value of plant.....	13,250

Sources of income: Baptist associations and churches, \$1,012; tuition and fees; \$400. The noneducational receipts amounted to \$1,421, of which \$821 was from the boarding department and \$600 from the farm.

Items of expenditure: Salaries, \$830; other expenses, \$2,003.

Plant.—Land: Estimated value, \$3,500. The school owns 140 acres of good farm land, a large part of which is cultivated. The campus is unusually well kept.

Buildings: Estimated value, \$7,000. There are two large frame buildings and several smaller structures. The dormitories were clean and the buildings in good condition.

Movable equipment: Estimated value, \$2,750. Of this, \$1,750 was in farm implements and live stock and \$1,000 in classroom and dormitory furniture.

Recommendations.—1. That the institution be made a county training school.

2. That manual training and gardening be made part of the regular course.¹

Date of visit: April, 1915.

GLOUCESTER COUNTY.

	White.	Negro.
Population, 1910.....	6, 570	5, 907
Children 6 to 14 years of age, 1910.....	1, 413	1, 556
Teachers' salaries in public schools, 1911-12.....	\$10, 702	\$4, 406
Teachers' salaries per child 6 to 14 in county.....	\$7. 54	\$2. 83
Percentage illiterate, 1910.....	14. 4	27. 4

The entire population is rural. The average length of the public-school term is 7 months for white pupils and 7.2 months for colored. The number of teachers is 46 in white schools and 32 in colored schools. The average attendance is 803 white pupils and 801 colored pupils.

These statistics indicate the need for additional public-school facilities. The work of the elementary schools should be increased and strengthened. The Gloucester Agricultural and Industrial School serves as a good central institution where pupils may board and supplement the training received in the rural schools.

CAPPAHOSIC.

THE GLOUCESTER AGRICULTURAL AND INDUSTRIAL SCHOOL.

Principal: William G. Price.

A well-managed school of elementary and secondary grade located in a rural community. Effort is made to use the farm equipment for the education of the pupils.

The school was founded in 1890 by the American Missionary Association of the Congregational Church and it is owned and maintained by that association.

Attendance.—Total, 115; elementary 84, secondary 31; male 54, female 61; boarders, 76. The reported enrollment for the year was 135.

Teachers and workers.—Total, 13; all colored; male 3, female 10. The teachers are graduates of good schools.

Organization.—The program of studies is based on the outline prepared by the American Missionary Association.

Elementary: The elementary work covers eight grades.

Secondary: The required subjects of the secondary course are English, algebra, geometry, agricultural botany, elementary science, general history, United States history, civics, economics, and pedagogy. Most of the pupils elect Latin and a few elect German.

Industrial: Manual training is provided for the boys and instruction in sewing and cooking for the girls. The dormitory life of the pupils is carefully supervised.

Agriculture: Considerable provision has been made for agricultural training. Some of the boys assist in the cultivation of the farm. Classroom instruction is closely related to garden practice.

¹ See recommendations in summary chapter, p. 22.

Financial, 1913-14.—The finances are supervised by the American Missionary Association. A simple and effective system of accounts has been installed recently. The more important items for the year were:

Income, excluding noneducational receipts.....	\$7,898
Expenditures, less noneducational receipts.....	7,898
Value of plant.....	35,900

Sources of income: American Missionary Association, \$4,777; tuition and fees, \$943; donations, \$120; other sources, \$2,058. The noneducational receipts amounted to \$5,185, of which \$3,889 was from the boarding department and \$1,296 from farm and other sales.

Items of expenditure: Salaries, \$3,826; supplies for boarding department, \$2,563; student aid and labor, \$1,708; equipment and general supplies, \$740; power, light, and heat, \$567; outside labor, \$210; repairs, \$134; other expenses, \$3,335.

Plant.—Land: Estimated value, \$7,400. The land comprises 148 acres, of which about 100 acres are used for teaching agriculture. The campus is fairly well kept.

Buildings: Estimated value, \$25,000. The buildings include two large three-story frame structures used for classrooms and dormitories, a one-story building used for dining room, two small structures used for laundry and shop, and a good barn. The buildings are in good repair and well kept.

Movable equipment: Estimated value, \$3,500. Of this about \$2,000 was in furniture, \$1,000 in live stock, and \$500 in farm implements.

Recommendations.—1. That effort be made to enlarge the influence of the institution through neighborhood activities and increased cooperation with the local school authorities.

2. That the provision for teacher training be increased.

Date of visit: April, 1915.

HENRICO COUNTY.

The population of Henrico County is 15.5 per cent rural. There are no private schools for colored people outside of the city of Richmond.

RICHMOND.

	White.	Negro.
Population, 1910.....	80,895	46,733
Children 6 to 14 years of age, 1910.....	12,633	6,927
Teachers' salaries in public schools, 1911-12.....	\$254,673	\$47,835
Teachers' salaries per child, 6 to 14, in city.....	\$20.16	\$6.91
Percentage illiterate, 1910.....	1.5	19.6

There are 354 teachers in white schools and 111 in colored schools. The average attendance is 9,820 white pupils and 4,856 colored pupils.

These statistics indicate that with some increase in public-school facilities provision could be made for all the colored children of elementary-school age. In addition to the elementary schools a four-year public high school is maintained, and a two-year teacher-training course is offered in connection with this school. Van De Vyver College is described in the summary of Catholic parish schools for the State. The two large schools maintained by the Baptist Home Mission Societies are statewide in importance and do not enter into the local situation to a marked degree.

ARMSTRONG HIGH SCHOOL.

Principal: S. D. Turner.

A large city high school, offering four years of secondary and two years of normal work, with good industrial training.

Attendance.—Total, 439; normal 40, secondary 399; male 114, female 325.

Teachers.—Secondary, 17; white 2, colored 15; male 6, female 11.

Organization.—Secondary: The usual high-school subjects are taught. The industrial work consists of cooking, sewing, and millinery for girls and woodworking for boys.

Teacher training: The city normal school is carried on in connection with the high school. A two-year course is offered.

Plant.—Estimated value, \$40,000.¹ The plant consists of a small city lot and one 3-story brick building. The building is well kept and the equipment is fairly good; apparatus to the value of about \$1,700 is furnished for science teaching.

Date of visit: February, 1916.

HARTSHORN MEMORIAL COLLEGE.

President: George W. Rigler.²

A girls' school of secondary grade with a small elementary department. A few college students have access to Virginia Union University. The main work of the school is the training of teachers; graduation from the normal department entitles the student to a State high-school certificate. The general management and teaching are effective, but inadequate attention is given to industrial training.

The institution was founded in 1884 by Joseph Hartshorn. It is owned and controlled by an independent board of 13 white and 2 colored trustees. It receives aid and supervision from the American Baptist Home Mission Society and the Woman's American Baptist Home Mission Society.

Attendance.—Total, 169; elementary 73, secondary 89, special students 7; boarders, 122. Of the girls reporting home address, 39 were from Richmond, 95 from other places in Virginia, and 34 from other States; there were 45 from farm homes. The reported enrollment for the year was 188.

Teachers and workers.—Total, 15; white 12, colored 3; male 1, female 14; grade and academic 11, music 1, industrial 1, matrons 2. The teachers are graduates of good schools.

Organization.—Elementary: The elementary work covering the eight grades is handled effectively by some of the regular teachers and by practice teachers.

Secondary: Secondary subjects are given in two courses—the "college preparatory" or "academic," enrolling 31 pupils, and the "normal," enrolling 58. The "college preparatory" course includes: Latin, 3 years; English, 4; mathematics, $2\frac{1}{2}$; elementary science, 1; Bible, 4; reviews, 1; history, $2\frac{1}{2}$; agriculture, $\frac{1}{2}$; and physiology, $\frac{1}{2}$. The following subjects are electives: Advanced algebra (4 pupils in attendance); French (7 pupils); education (2 pupils); methods and practice teaching (2 pupils).

The normal course includes English, 3 years; mathematics, $3\frac{1}{2}$; elementary science, 1; history, $\frac{1}{2}$; Bible, 4; education, 1; reviews, 1; practice teaching, 1; agriculture, $\frac{1}{2}$;

¹ An appropriation of \$40,000 has been made for a new high-school site.

² White.

physiology, $\frac{1}{2}$. The electives are Latin, with 3 pupils; history, 22 pupils; and French, ethics, botany and education, each with 1 or 2 pupils.

Industrial: Instruction in sewing is given, but the cooking course has been discontinued on account of lack of funds.

Financial, 1913-14.—The books are kept by the president. Although the system of accounting does not afford a clear analysis of income and expenditures, it appears that the business management is effective. Board and tuition receipts are not kept separately and the sums given for these items in the statement below are estimated. The more important items for the year were:

Income, excluding noneducational receipts.....	\$8,815
Expenditures, less noneducational receipts.....	7,374
Value of plant.....	150,000

Sources of income: Tuition and fees (estimated), \$3,500; Woman's American Baptist Home Mission Society, \$3,030; American Baptist Home Mission Society, \$1,200; general donations, \$523; contributions from colored churches, \$350; scholarship fund, \$146; contributions from white churches, \$66. The noneducational receipts were from the boarding department and amounted to \$10,415.

Items of expenditure: Supplies and expenses for boarding department, \$6,098; salaries, \$5,480; repairs and maintenance of building and grounds, \$2,572; heat, light, and power, \$2,078; insurance and sundry expenses, \$660; equipment, \$572; other expenses, \$329.

Plant.—Land: Estimated value, \$50,000. The campus comprises $8\frac{1}{2}$ acres in a good location within the city limits. The campus is well kept and neat in appearance.

Buildings: Estimated value, \$95,000. There are six buildings on the grounds: Founders Hall and Library Hall, both four-story brick structures; the chapel and gymnasium; the laundry; the president's house, an old-fashioned mansion; and a three-story frame building used for girls' dormitory.

Movable equipment: Estimated value, \$5,000. Of this, \$2,500 is in library books and fixtures, \$1,700 in furniture, \$600 in domestic science equipment, and \$200 in physical laboratory.

Recommendations.—1. That adequate support be provided to maintain this institution.

2. That instruction in cooking and sewing be given more emphasis and the work more closely connected with the cooking and housekeeping of the boarding department.

3. That teacher-training be the chief work of the institution.

Date of visit: March, 1915.

VIRGINIA UNION UNIVERSITY.

President: George R. Hovey.¹

A school of college and secondary grade with a theological department requiring high-school graduation for entrance. Special care is given to entrance requirements and student records.

¹ White.

In 1865 the Richmond Theological School was opened in Richmond, Va. In the same year the Wayland Seminary and National Theological Institute were opened in Washington, D. C., and in 1869 they were combined as Wayland Seminary. These institutions were under the auspices of the American Baptist Home Mission Society. In 1899 Wayland Seminary combined with the Richmond Theological School at Richmond as Virginia Union University.

The institution is owned and supported by the American Baptist Home Mission Society. It has a board of trustees composed of northern and southern white men and colored men.

Attendance.—Total, 255; elementary 35, secondary 145, college 51, theological 24; all male; boarders, 198. Forty-six of the students came from Richmond, 125 from other places in Virginia, and 76 from other States. The reported enrollment for the year was 265.

Teachers and workers.—Total, 16; white 9, colored 7, male 12, female 4; teachers 15, secretary 1.

Organization.—Elementary: Elementary work is confined to two upper grades, taught partly by regular teachers and partly by carefully selected student teachers.

Secondary: The secondary subjects required of all are: English, $2\frac{1}{2}$ years; history, 1; Bible, $1\frac{1}{2}$; mathematics, 2; elementary science, 2; ethics, $\frac{1}{2}$; bookkeeping, $\frac{1}{2}$; elocution, 1; manual training or vocal music, 1. Pupils preparing for college elect Latin, 3 years; French or Greek, 2; and mathematics, 1. Electives for other pupils are: History and civics, 1 year; geology and astronomy, 1; French or manual training, $1\frac{1}{2}$; economics and psychology, 1; pedagogy, 1; and sociology, $\frac{1}{2}$. Most of the pupils elect the college preparatory subjects.

College: The college course includes English, $2\frac{1}{2}$ years; modern languages, $1\frac{1}{2}$; religion, $1\frac{1}{2}$; mathematics, 1; logic, 1; economics, 1; psychology and philosophy, 1; sociology, 1; history, 1; and elocution, 1. Candidates for the A. B. degree elect in addition a year of Latin and a year of Greek, modern language, or chemistry. Candidates for the B. S. degree elect one year of chemistry and one year of zoology and physiology. A large majority of the pupils take the classical course. Even the general course, which is taken by too few students, is not sufficiently strong in teacher-training, history, social and physical sciences. Owing to the small teaching force and attendance the curriculum is necessarily confined to a limited number of subjects.

Theological: Three courses are offered. The "original language" course is taken by a few students. The "English" course which most of the students take differs from the "original language" course only by the omission of Greek and Hebrew. A special course of two years is provided for ministers. The six students taking this course at the time the school was visited were studying English, Bible, church polity, theology, and sermon delivery. In subject matter and teaching the standards are high.

Extension work: One instructor spends half of his time in the direction of students in community work. A summer school enrolling 278 pupils is held under the auspices of the Virginia Board of Public Instruction and the Richmond School Board. An

annual conference of secondary schools is held at the institution. This conference has done much to raise the standards of instruction in the colored high schools of Virginia.

Financial, 1913-14.—The accounts are well kept and the business management is economical. The more important financial items for the year were:

Income, excluding noneducational receipts	\$27,065
Expenditures, less noneducational receipts	26,701
Value of property	475,354

Sources of income: American Baptist Home Mission Society, \$14,821; tuition and fees, \$5,599; endowment funds, \$4,000; general donations, \$965; other sources, \$1,680. The noneducational receipts amounted to \$16,474, of which \$14,203 was from the boarding department and \$2,271 from the farm. Farm products to the value of \$2,117, were sold to the school and charged as expenditures in the boarding department.

Items of expenditure: Salaries, \$12,938; supplies and labor in boarding department, \$11,932; equipment, \$3,676; power, light, heat, and water, \$3,655; repairs, \$3,287; student labor, not including boarding department, \$1,322; advertising and soliciting, \$240; other expenses, \$6,125.

School property: Of the school property, \$368,990 was in the plant, \$83,000 in permanent endowment, \$21,000 in building, scholarship, and library funds, and \$2,364 in cash and supplies on hand.

Plant.—Land: Estimated value, \$75,000. Of the 50 acres owned by the school about 25 are cultivated on a commercial basis and the remainder used for school campus. Very little has been done to beautify the grounds, which are in striking contrast with the attractive buildings.

Buildings: Estimated value, \$279,000. The buildings are among the best to be found at colored educational institutions. There are 10 stone buildings and 4 neat frame cottages, used for teachers' homes.

Movable equipment: Estimated value, \$14,990. Of the movable equipment, \$6,000 was in furniture, \$5,000 in library books and fixtures, \$1,500 in shop equipment, \$1,290 in farm implements, and \$1,200 in scientific apparatus.

Recommendations.—1. That more teacher-training subjects and practice teaching be provided.

2. That rural economics and gardening be made a part of the regular courses.¹

3. That the good work done by the theological department be improved by greater recognition of the needs of rural ministers.

Date of visit: November, 1914. Facts verified, 1916.

HENRY COUNTY.

	White.	Negro.
Population, 1910	10,997	7,462
Children 6 to 14 years of age, 1910	2,486	1,951
Teachers' salaries in public schools, 1911-12	\$21,864	\$4,273
Teachers' salaries per child 6 to 14 in county	\$8.79	\$2.19
Percentage illiterate, 1910	10.4	39.3

¹ See recommendations in summary chapter, p. 22.

The rural population is 81.8 per cent of the total. The average length of the public-school term is 6 months for white pupils and 5 months for colored. The number of teachers is 90 in white schools and 34 in colored schools. The average attendance is 1,840 white pupils and 891 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be increased and strengthened. The Martinsville Christian Institute should be reorganized to serve as a central institution where pupils may board and supplement the limited training received in the rural schools. The Presbyterian Parochial schools at Martinsville and Ridgeway should be continued only so long as the public schools are inadequate. These schools are described in the summary of small Presbyterian schools for the State.

MARTINSVILLE.

MARTINSVILLE CHRISTIAN INSTITUTE.

Principal: J. H. Thomas.

A small school of elementary and secondary grades. A little instruction in cooking and sewing is provided. The management is ineffective.

The school was founded in 1900 by the Christian Woman's Board of Missions and is owned and controlled by that board.

Attendance.—Total, 76; all elementary; male 19, female 57; boarders, 14.

Teachers.—Total, 6; all colored; male 2, female 4.

Financial, 1913-14.—Very meager financial records are kept. As far as could be determined the more important items for the year were:

Income, excluding noneducational receipts	\$2,950
Expenditures, less noneducational receipts.....	1,230
Indebtedness.....	350
Value of plant.....	8,485

Sources of income: Christian Woman's Board of Missions, \$2,700; tuition and other sources, \$250. The noneducational receipts were from the boarding department and amounted to \$650.

Items of expenditure: Salaries, \$1,260; supplies, \$290; student labor, \$143; equipment, \$63; other expenses, \$124.

Indebtedness: The indebtedness is represented by \$200, due for equipment and supplies, and \$150 in bills due for other purposes.

Plant.—Land: Estimated value, \$2,000. The school owns about 2 acres of town property. A portion of this is used for gardening.

Buildings: Estimated value, \$6,000. The buildings are of frame construction. There are two main buildings, one three and one-half stories high and the other two stories. There are several very small structures and a barn. The buildings are fairly well kept and in good repair.

Movable equipment: Estimated value, \$485. Of this, \$340 was in furniture and \$145 in library books, shop equipment, and garden tools.

Recommendations.—1. That the institution be developed as a county training school, and provision made for teacher training, cooking and sewing, and adequate instruction in gardening.¹

¹ See recommendation in summary chapter, p. 22.

2. That the county be urged to provide for the elementary grades.

3. That the management be strengthened.

Date of visit: November, 1914.

MECKLENBURG COUNTY.

	White.	Negro.
Population, 1910.....	12,562	16,394
Children 6 to 14 years of age, 1910.....	2,791	4,239
Teachers' salaries in public schools, 1911-12.....	\$27,613	\$6,535
Teachers' salaries per child 6 to 14 in county.....	\$9.89	\$1.54
Percentage illiterate, 1910.....	7.3	30.5

The entire population is rural. The average length of the public-school term is 6.3 months for white pupils and 5 months for colored. The number of teachers is 100 in white schools and 59 in colored schools. The average attendance is 1,856 white pupils and 1,611 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be increased and strengthened. The Thyne Institute merits encouragement as a central institution where pupils may board and supplement the limited training received in the rural schools. The educational activities of the Boydton Institute are maintained primarily to serve the special needs of the Christian Alliance denomination. Bluestone Mission is a good small rural school.

JEFFRES, R. F. D. NO. 1.

BLUESTONE MISSION.

Principal: R. P. Williams.

An elementary day school in a rural community. The 110 pupils are taught in a neat frame building by the principal and three colored women.

The support of the school, amounting to \$1,200, comes from the Board of Freedmen's Missions of the United Presbyterian Church. The estimated value of the plant is \$2,000.

Recommendation.—That simple industrial work and gardening be added to the course of study.

Date of visit: November, 1914.

BOYDTON.

BOYDTON INSTITUTE.

Principal: J. H. Hartman.¹

A school of elementary grade with a few pupils in secondary subjects. The trustees plan to develop a missionary training course for the Christian Alliance of New York. The work has suffered from frequent changes of ownership and administration.

The school was founded in 1878 by Dr. Charles Cullis, of Boston, who purchased the plant formerly occupied by Randolph-Macon College for white pupils. This plant consisted of a large four-story brick building and 425 acres of land. It was purchased about 1910 by the Christian Alliance of New York City and is now owned and controlled by that organization.

Attendance.—Total, 71; elementary 62, secondary 9; boarders, 44.

¹ White. Elected since date of visit.

Teachers and workers.—Total, 9; all white; male 1, female 8. All have strong missionary enthusiasm for the Christian Alliance.

Organization.—The course includes four years of elementary work, two years of secondary subjects, and one class in a Biblical department. The girls receive some instruction in cooking and sewing.

Financial, 1913-14.—Very meager records are kept and the business management appears to be divided and uncertain. As far as could be determined the more important items were:

Income, excluding noneducational receipts.....	\$1,476
Expenditures, less noneducational receipts.....	895
Value of plant.....	33,000

Sources of income: General donations, \$700; Christian Alliance of New York, \$450; tuition and fees, \$326. The noneducational receipts were from the boarding department and amounted to \$2,625.

Items of expenditure: Supplies and equipment for boarding department, \$2,020; salaries, \$630; repairs, \$400; outside labor, \$350; student labor, \$120.

Plant.—Land: Estimated value, \$6,000. The school owns 425 acres of land. About half of this is cultivated with hired labor. The campus has been neglected.

Buildings: Estimated value, \$25,000. The main building is a large four-story brick structure built 80 years ago as the Randolph-Macon College building. The other building is a large two-story brick residence used by the business manager. The buildings are substantial but old-fashioned.

Movable equipment: Estimated value, \$2,000, of which \$1,000 is in farm equipment and live stock, \$800 in furniture, and \$200 in industrial equipment.

Recommendations.—1. That donations be limited to members of the Christian Alliance.

2. That teacher training, theory and practice of gardening, and simple industrial training be made a part of the regular course.¹

3. That cooperation be established with the public school authorities.

Date of visit: November, 1914. Facts verified, 1915.

CHASE CITY.

THYNE INSTITUTE.

Principal: F. W. Wilson.²

A well managed secondary school with large elementary enrollment.

The school was founded in 1876 by the Board of Freedmen's Missions of the United Presbyterian Church and it is owned and supported by that body.

Attendance.—Total, 302; elementary 256, secondary 46; boarders, 125. Of the secondary pupils 21 were male and 25 female.

Teachers and workers.—Total, 13; white 9, colored 4; male 2, female 11; grades 3, academic 5, music 1, girls' industries 2, matrons 2.

Organization.—Elementary: Elementary work is done in the kindergarten and eighth grades, and in the first year of the so-called "normal" course.

¹ See recommendation in summary chapter, p. 22.

² White.

Secondary: Secondary work is given in the last three years of the normal course. The course includes: Latin, 2 years; English, 5; mathematics, 3½; elementary science, 1½; history, 1; Bible, 2; teacher training and review, 2.

Agriculture is begun in the eighth grade and continued through the normal course. Some of the pupils have practiced on the school farm under the direction of the teacher of agriculture. The instruction in sewing and cooking is begun in the fourth grade and extends into the normal classes. The dormitory life and the general discipline contribute much to the training of the pupils.

Financial, 1913-14.—The accounts are fairly well kept and the business management is economical. The more important items for the year were:

Income, excluding noneducational receipts	\$7,969
Expenditures, less noneducational receipts	7,967
Value of plant	32,600

Sources of income: United Presbyterian Board, \$7,744; donations, \$150; tuition and fees, \$75. The noneducational receipts amounted to \$5,218, of which \$4,818 was from the boarding department and \$400 from the farm.

Items of expenditure: Salaries, \$6,055; supplies and labor for boarding department, \$4,818; power, light, and heat, \$1,100; office supplies and sundries, \$621; student labor, \$200; repairs, \$150; supplies for farm, \$150; outside labor, \$50; advertising and soliciting funds, \$43.

Plant.—Land: Estimated value, \$5,000. There are 135 acres of desirable land, about 6 acres being used for school campus and 50 acres for the farm.

Buildings: Estimated value, \$23,000. Two large three-story frame buildings had been erected for dormitories, but the main school building was destroyed by fire during the year. Rebuilding plans were under way at the time the school was visited and a fund of \$3,000 was held for that purpose. A barn and several small houses are part of the plant. The dormitories and classrooms are clean and well kept.

Movable equipment: Estimated value, \$4,600. Of this \$3,000 is in furniture for classrooms and dormitories and \$1,600 in farm equipment and live stock.

Recommendations.—1. That the work be encouraged by larger financial aid.

2. That school gardening be offered to the girls and that the practical work for boys in this course be more closely related to the classroom study of agriculture.¹

3. That provision for simple manual training be made.¹

Date of visit: November, 1914. Facts verified, 1916.

MONTGOMERY COUNTY.

	White.	Negro.
Population, 1910	18,481	2,988
Children 6 to 14 years of age, 1910	4,061	703
Teachers' salaries in public schools, 1911-12	\$28,020	\$3,102
Teachers' salaries per child 6 to 14 in county	\$7.08	\$4.41
Percentage illiterate, 1910	9.0	28.6

The rural population is 80.4 per cent of the total. The average length of the public-school term is 6.4 months for white pupils and 5.2 months for colored. The number of

¹ See recommendations in summary chapter, p. 22.

teachers is 108 in white schools and 18 in colored schools. The average attendance is 2,729 white pupils and 444 colored pupils.

These statistics indicate that the public schools for colored people are fairly satisfactory. The Christiansburg Industrial Institute should be encouraged in furnishing secondary and industrial training for the western portion of Virginia.

CHRISTIANSBURG.

CHRISTIANSBURG INDUSTRIAL INSTITUTE.

Principal: E. A. Long.

A well-managed school of elementary grade with two secondary classes. The instruction in simple industries and agriculture is effective. Effort is made to adapt the work of the school to the needs of rural communities.

The institution was founded in 1865 by the Friends Freedmen's Association of Philadelphia and is owned and supported by that association through a board of trustees.

Attendance.—Total, 225; male 94, female 105; boarders, 65.

Teachers and workers.—Total, 13; all colored; male 6, female 7; grades 8, boys' industries 3, girls' industries 1, matron 1. Industrial teachers assist in the academic work.

Organization.—Elementary: Elementary work is done in the six grades and in the first two years of the "normal course."

Secondary: The secondary subjects are English, civics, history, physics, agriculture, theory and practice of teaching.

Extension: A summer school for teachers is maintained. The principal is active in the educational affairs of the State.

Industrial: Manual training is begun in the fourth grade. One or two periods a week are required in the grades below the "normal" or seventh grade. In the four "normal" classes all pupils spend the afternoons in manual work. A few of the boys and girls work all day to accumulate credit to meet school expenses. These pupils attend night school. The courses for boys are blacksmithing, carpentry, and printing. For the girls, instruction is provided in cooking, sewing, millinery, and laundering. The work is correlated both with the household activities of the school and with the academic instruction.

Agriculture: Study and practice of agriculture are emphasized. Preparation for rural life is the main purpose of the institution. Classroom courses are required in the eighth and ninth grades. Boys and girls receive practice in gardening. A few boys are specializing in farming.

Financial, 1913-14.—An excellent system of accounts is followed, the books are carefully kept, and the business management is economical. The treasurer of the institution makes an annual report to the board of managers. According to the report for the year the more important financial items were:

Income, excluding noneducational receipts	\$8, 798
Expenditures, less noneducational receipts	8, 774
Value of property	157, 500

Sources of income: General donations, \$4,185; New England Freedmen's Committee, \$1,000; county and State funds, \$905; endowment funds, \$810; balance from previous year, \$646; tuition and fees, \$474; Slater Fund, \$450; Emlen Institution, \$250; other sources, \$78. The noneducational receipts amounted to \$3,172, of which \$1,854 was from the boarding department, \$806 from summer-school boarders, \$263 from commissary sales, \$213 from cash sales from farm, and \$36 from shop sales.

Items of expenditure: Salaries, \$4,852; boarding department and commissary, \$2,962; farm, \$1,709; fuel, and light, \$796; freight, postage, and administration, \$460; repairs and improvements, \$368; industrial departments, \$349; furniture and utensils, \$146; advances to students, \$137; traveling expenses, \$103; insurance, \$64.

Property: The school property consists of \$89,500 in the plant and \$68,000 in endowment.

Plant.—Land: Estimated value, \$18,500. The land comprises 185 acres—180 in the school farm and 5 in the campus. The campus is well kept.

Buildings: Estimated value, \$59,000. The administration and girl's dormitory building is a three-story brick structure; the boys' dormitory is a two-story brick building; the "Mansion House," a two-story frame building, is used for dormitory purposes; the principal's home is a neat frame cottage. In addition there are several frame structures, including a large barn. The buildings were clean and in good repair.

Movable equipment: Estimated value, \$12,000, of which \$7,000 was in furniture and utensils, \$3,000 in farm equipment and live stock, \$1,500 in shop equipment, and \$500 in library books.

Recommendation.—That the present simple organization be continued and the preparation of rural teachers emphasized.

Date of visit: November, 1914. Facts verified, 1916.

NORFOLK COUNTY.

	White.	Negro.
Population, 1910.....	84, 825	68, 447
Children 6 to 14 years of age, 1910.....	13, 990	11, 963
Teachers salaries in public schools, 1911-12.....	\$238, 392	\$45, 040
Teachers' salaries per child 6 to 14 in county.....	\$17. 04	\$3. 76
Percentage illiterate, 1910.....	2. 0	23. 5

The rural population is 34.4 per cent of the total. The average length of the public-school term is 8.1 months for white pupils and 7.8 months for colored. The number of teachers is 414 in white schools and 162 in colored schools. The average attendance is 12,188 white pupils and 6,559 colored pupils.

The statistics indicate the need for increased public-school facilities. One public high school is maintained at Mount Hermon and another in the city of Norfolk. The only private school for colored people outside of the city of Norfolk is the Corey Memorial Institute, in Portsmouth. This school should be maintained only so long as there are no other facilities for secondary work in Portsmouth. The Norfolk Mission College would fill a more pressing need if it were moved to some section of Virginia where its secondary facilities were not duplicated by public schools.

MOUNT HERMON

MOUNT HERMON PUBLIC HIGH SCHOOL.

Principal: S. H. Clarke.

A rural high school offering four years of secondary work with industrial training. The seven elementary grades are taught in the same building.

Attendance.—Secondary, 57; male 17, female 40. The elementary enrollment was 681.

Teachers.—Secondary, 2; both colored; male 1, female 1. There were also 9 teachers for the elementary grades.

Organization.—The four high-school grades are well taught. Two hours a week are assigned to practical work for both girls and boys in all grades.

Plant.—Estimated value, \$13,000. The plant consists of three-fourths of an acre near the city of Portsmouth and one 2-story brick building with fair equipment.

Recommendation.—That the facilities for manual training be increased and that gardening be made a part of the regular course.¹

Date of visit: February, 1916.

NORFOLK.

NORFOLK PUBLIC HIGH SCHOOL.

Principal: D. A. Jacox.

A city high school doing four years of secondary work. Large elementary grades are taught in connection with the high school, and the industrial facilities of another public school are used.

Attendance.—Secondary, 257. The elementary enrollment was 963.

Teachers.—Secondary, 8; all colored; male 2, female 6. There were also 10 teachers for the elementary grades.

Organization.—Elementary: The grades from the first through the eighth were taught in small frame buildings adjoining the building used as a high school. The rooms were crowded.

Secondary: The large classes in secondary subjects are divided into sections in order to make the instruction more efficient. The course includes 4 years of Latin, 4 years of English, 2 years of algebra, 2 years of geometry, 1 year each of physics, chemistry, and sanitation, and a half year of zoology and botany. The pupils are also drilled in spelling and writing. There is practically no equipment for the teaching of science, and the teaching of physiology is purely formal.

Industrial: The high-school building is not equipped for industrial work, but the pupils go about a mile across the city to another city school. Each class has industrial work half a day each week. The boys receive instruction in manual training and the girls in cooking and sewing.

Plant.—Estimated value, \$41,500. The large city lot on which the school is located is valued at \$3,000. The property is poorly kept.

Buildings: Estimated value, \$37,000. Besides the two-story brick building there are two small one-story frame structures. Additions have been made to the brick building which will almost double its size.

¹ See recommendations in summary chapter, p. 22.

Movable equipment: Estimated value, \$1,500. Practically the only equipment is in school desks and classroom furniture.

Date of visit: November, 1915.

NORFOLK MISSION COLLEGE.¹

President: W. McKirahan.²

A secondary school with a large elementary enrollment. Industrial training receives but little recognition.

The school was founded in 1883 by the Board of Freedmen's Missions of the United Presbyterian Church and is owned and supported by that board.

Attendance.—Total, 426; elementary 333, secondary 93; male 170, female 256; boarders, 56. Of those reporting home address, 87 were from Norfolk, 37 from other places in Virginia, and 5 from other States.

Teachers and workers.—Total, 23; white 11, colored 12; male 5, female 18; elementary 9, academic 5, girls' industries 4, matrons 2, printing 1, librarian 1, music 1.

Organization.—Elementary: Elementary work is done in a three-grade practice school and eight elementary grades.

Secondary: The secondary course includes: Latin, 3½ years; English, 3; mathematics, 4½; elementary science, 3½; history, 4; civics, 1; psychology, 1; methods, 1; drawing, ½; shorthand, 1; Bible, 2. Greek is elected by 6 pupils and practice teaching by 13.

Industrial: The girls take cooking and sewing, and the equipment for this work is fairly good. The industrial teachers were trained at this school. A small but well-equipped printing office furnishes employment and instruction for a number of the boys.

Financial, 1913-14.—The accounts are carefully kept and the business management is effective. The more important items for the year were:

Income, excluding noneducational receipts.....	\$16,375
Expenditures, less noneducational receipts.....	12,849
Value of plant.....	100,000

Sources of income: United Presbyterian Board, \$12,655; tuition and fees, \$3,720. The noneducational receipts were from the boarding department and amounted to \$3,024.

Items of expenditure: Salaries, \$11,312; boarding department, \$3,204; repairs, \$525; power, light, and heat, \$432; printing, \$250; sundry expenses, \$150.

Plant.—Land: Estimated value, \$38,000. The land comprises 19 city lots almost entirely covered by the buildings. A very small space is used for the boys' athletic field.

Buildings: Estimated value, \$59,000. There are seven school buildings and a church on the grounds. Six of the buildings are of brick construction. The main building is four stories high and contains 21 classrooms. The girls' dormitory, the teachers' home, the principal's house, and the other two brick buildings are two-story structures. The boys' dormitory is a two-story frame building. The dormitories and

¹ Discontinued after school year 1914-15.

² White.

buildings are fairly well kept, but protection against fire has not been provided, and toilet facilities have been neglected.

Movable equipment: Estimated value, \$3,000. Most of the equipment is in furniture for classrooms and dormitories and printing outfit.

Recommendation.—That the resources of the institution be combined with some of the stronger United Presbyterian schools.

Date of visit: November, 1914.

PORTSMOUTH.

COREY MEMORIAL INSTITUTE.

Principal: J. Early Wright.

A school of elementary and secondary grade with limited teaching force and equipment. Excessive time is given to the study of foreign languages. The school was founded in 1906 by the Baptists of Tidewater, Virginia, and is controlled by a self-perpetuating board of trustees.

Attendance.—Total, 89; elementary 60, secondary 29; boarders, 18.

Teachers.—Total, 5; all colored; male 1, female 4.

Organization.—Elementary: The elementary work covers the usual eight grades.

Secondary: The 4-year secondary course includes 4 years of Latin, 3 of Greek, and 2 of French. In addition history, English, algebra, and physics are taught. The course indicates little regard for the needs of the pupils.

Financial, 1913-14.—The more important financial items were:

Income, excluding noneducational receipts.....	\$1,656
Expenditures, less noneducational receipts.....	1,735
Indebtedness.....	3,000
Value of plant.....	10,500

Sources of income: Baptist conventions and associations, \$1,200; tuition and fees, \$456. The noneducational receipts were from the boarding department and amounted to \$500.

Items of expenditure: Salaries, \$1,360; supplies for boarding department, \$500; light and heat, \$130; equipment and repairs, \$120; student labor, \$75; other expenses, \$50.

Indebtedness: The indebtedness of \$3,000 is secured by mortgage on the property.

Plant.—Land: Estimated value, \$4,000. The school owns eight city lots. A part of this land is used for campus.

Buildings: Estimated value, \$6,000. The building is a large three-story frame structure.

Movable equipment: Estimated value, \$500. The equipment consists of furniture for classrooms and dormitories.

Recommendation.—That the curriculum be reorganized to include simple manual training, gardening, and instruction in the social and physical sciences.¹

Date of visit: November, 1914. Facts verified, 1915.

¹ See recommendations in summary chapter, p. 22.

NORTHAMPTON COUNTY.

	White.	Negro.
Population, 1910.....	7,356	9,314
Children 6 to 14 years of age, 1910.....	1,409	2,267
Teachers' salaries in public schools, 1911-12.....	\$21,447	\$3,519
Teachers' salaries per child 6 to 14 in county.....	\$15.22	\$1.55
Percentage illiterate, 1910.....	3.7	27.3

The entire population is rural. The average length of the public-school term is 8.1 months for white pupils and 6.3 months for colored. The number of teachers is 56 in white schools and 25 in colored schools. The average attendance is 1,033 white pupils and 761 colored pupils.

These statistics indicate the great need for additional public-school facilities. The work of the elementary schools should be increased and strengthened. Effort should be made to strengthen the Tidewater Institute so that it may serve as a central institution where pupils can supplement the limited training received in the rural schools. A Jeanes Fund supervising industrial teacher travels among the rural schools and aids the teachers to introduce industrial work and extend the influence of their schools into the community.

CHERITON.

TIDEWATER INSTITUTE.

Principal: George E. Read.

An eight-months rural school of elementary grade. Its community work is effective. The school was founded at Hampton, Va., but moved to Cheriton in 1906. It is owned by the local Baptist association and receives aid and supervision from the American Baptist Home Mission Society.

Attendance.—Total, 113; all elementary; male 37, female 66; night school, 10; boarders, 7.

Teachers.—Total, 5; all colored; male 2, female 3.

Organization.—The work is elementary throughout. A normal or secondary course is outlined but enrolls only two pupils. The classroom work is fairly effective. Instruction in cooking and sewing is provided for the girls. The Jeanes Fund worker uses a half acre of school land to teach gardening.

Financial, 1913-14.—Meager accounts are kept, but the management is reliable. As far as could be determined the income amounted to \$1,804, of which \$470 was from the American Baptist Home Mission societies. The balance was from donations by colored churches and individuals and tuition. The expenditures amounted to \$1,803, of which \$1,282 was for salaries and the balance for general expenses.

Plant.—Estimated value, \$5,000. Of this, \$1,800 is in land, comprising 3½ acres; \$2,500 in the one 2-story frame building, and \$700 in furniture.

Recommendation.—1. That accommodations for boarders be increased and effort made to increase the attendance of older pupils.

2. That the curriculum be better adapted to the needs of the rural pupils.

Date of visit: October, 1914. Facts verified, 1916.

NEGRO EDUCATION.

NOTTOWAY COUNTY.

	White.	Negro.
Population, 1910.....	6,115	7,347
Children 6 to 14 years of age, 1910.....	1,190	1,863
Teachers' salaries in public schools, 1911-12.....	\$18,256	\$4,312
Teachers' salaries per child 6 to 14 in county.....	\$15.34	\$2.31
Percentage illiterate, 1910.....	1.5	24

The entire population is rural. The average length of the public-school term is 7.5 months for white pupils and 6.4 months for colored. The number of teachers is 53 in white schools and 29 in colored schools. The average attendance is 1,074 white pupils and 824 colored pupils.

These statistics indicate the need for additional public-school facilities. The work of the elementary schools should be increased and strengthened. In order to provide a central institution to supplement the work done in the rural schools, the county, in cooperation with the Slater Fund and the General Education Board, is developing the school at Blackstone. The Ingleside Seminary does not affect the local situation materially, since most of its pupils are boarders.

BLACKSTONE.

NOTTOWAY COUNTY TRAINING SCHOOL.

Principal: R. P. Watts.

An elementary school selected as a central training institution to supplement the work of the public schools. The school term is seven months.

Attendance.—Total, 166; all elementary.

Teachers.—Total, 6; all colored; male 1, female 5.

Organization.—Nine grades are fairly well taught. In order that the pupils who expect to teach in the rural school may have some training, courses in methods and practice teaching are given in the ninth grade. The industrial work consists of wood-work, basketry, cooking, and sewing.

Financial, 1914-15.—The income amounted to \$1,455, of which \$955 was from public funds and \$500 from the Slater Fund. Of the income, \$1,365 was expended for salaries and \$90 for other purposes.

Plant.—Estimated value, \$3,500. The plant consists of 6 acres of land, value \$500, a six-room building, value \$2,500, and equipment valued at \$500.

Recommendation.—That the work be encouraged and facilities added, as the need appears, for a boarding department, increased secondary work, and teacher training.

BURKEVILLE.

INGLESIDE SEMINARY.

Principal: J. W. Dunbar.¹

A girls' school of elementary grade with a few secondary pupils. The institution is well managed and its influence is noteworthy.

The school was founded in 1892, and it is owned and maintained by the Presbyterian Board of Missions for Freedmen.

¹ White; appointed since date of visit.

Attendance.—Total 118, elementary 101; secondary, 17; from Burkeville, 6; from other places in Virginia, 76; from other States, 36. Fifty-three were from farm homes. All pupils are required to board at the school.

Teachers and workers.—Total, 11; white 10, colored 1; male 1, female 10; regular teachers 8, principal, matron, and office assistant. There are also 3 student assistants. All the teachers are well trained.

Organization.—There are six classes, the first five of which are elementary. The sixth year is secondary and includes civil government, astronomy, algebra, general history, English literature, pedagogy, cooking, sewing, and music. Study of the Bible and the Westminster Shorter Catechism is required throughout the course. Instruction in cooking and sewing is given in every class by a competent teacher. The dormitory life of the girls is carefully supervised.

Financial, 1913-14.—The business management is good, but the system of accounts is inadequate. The more important items were:

Income, excluding noneducational receipts.....	\$7,759
Expenditures, less noneducational receipts.....	7,413
Value of property.....	36,900

Income: Presbyterian Board, \$6,574; tuition and fees, \$1,114; donations, \$23; endowment, \$18. The noneducational receipts amounted to \$4,796, of which \$4,000 (partly estimated) was from the boarding department and \$796 from the farm.

Expenditures: Supplies for boarding department and shops, \$5,087; salaries, \$3,760; power, light, and heat, \$1,046; books for sale, \$649; labor, \$645; repairs, \$559; furniture, \$281; medical attendance, \$115; advertising and printing, \$38; telephone, \$29.

School property: The property consists of \$35,000 in land and buildings; \$1,000 in endowment, and \$900 in cash and supplies on hand.

Plant.—Land: Estimated value, \$3,000. The land comprises 30 acres a short distance from the center of the town. About 20 acres are under cultivation. The school grounds are well kept.

Buildings: Estimated value, \$30,000. The one building is a large four-story brick structure used for all school purposes. The building and dormitories were in good condition.

Movable equipment: Estimated value, \$2,000. Of this, \$1,000 was in furniture and \$1,000 in farm equipment and live stock.

Recommendations.—1. That more teacher-training be provided for the older pupils.

2. That the theory and practice of gardening be made a part of the regular course.¹

Date of visit: November, 1914. Facts verified, 1916.

PITTSYLVANIA COUNTY.

	White.	Negro.
Population, 1910.....	43,350	26,370
Children 6 to 14 years of age, 1910.....	9,114	6,332
Teachers' salaries in public schools, 1911-12.....	\$75,062	\$15,890
Teachers' salaries per child 6 to 14 in county.....	\$7.14	\$2.51
Percentage illiterate, 1910.....	10.2	41.2

¹ See recommendations in summary chapter, p. 22.

The rural population is 72.7 per cent of the total. The average length of the public-school term is 5.6 months for white pupils and 5.1 months for colored. The number of teachers is 258 in white schools and 105 in colored schools. The average attendance is 5,351 white pupils and 2,853 colored pupils.

These statistics indicate the need of increased public-school facilities. The St. Luke's Parochial School, the Pittsylvania Industrial Institute, and the Presbyterian Parochial School at Chatham are described in the respective summaries of small Episcopal, Baptist, and Presbyterian schools. The city of Danville provides fairly good public high-school facilities for Negroes.

DANVILLE.

PUBLIC HIGH SCHOOL.¹

Principal: W. F. Grasty.

A city high school doing two years of secondary work with some industrial training. The seven elementary grades are taught in the same school.

Attendance.—Secondary, 60; male 12, female 48. There were also seven teachers of elementary grades.

Teachers.—Secondary, 3; all colored; male 1, female 2. In addition two teachers of industrial subjects divided their time between the high school and the elementary grades.

Organization.—Secondary: The eighth, ninth, and tenth grades are designated as the high school. The work of the eighth grade, however, was largely elementary. The secondary subjects are: Latin, 3 years; algebra, 3; literature, 2; rhetoric, 1; civics, 1; physics, 1. Grammar and spelling are taught throughout the course.

Industrial: The industrial work consists of a little cooking, sewing, and manual training. Only one hour a week is assigned to this work.

Plant.—Estimated value, \$25,000. The plant consists of a city lot and two buildings. One building is used entirely for classrooms; the other contains two classrooms, the chapel, a domestic science room, and the wood shop.

Date of visit: November, 1914.

INDUSTRIAL HIGH SCHOOL.

Principal: J. T. Page.

A large parochial school of elementary grade with a few secondary pupils. It is owned and supported by the Presbyterian Board of Missions for Freedmen. Two of the teachers are paid by Pittsylvania County.

Attendance.—Total, 128; of these 18 were doing secondary work. The attendance on day of visit was somewhat decreased by bad weather. The reported enrollment for the year was 304.

Teachers.—Total, 7; all colored; male 2, female 5.

Organization.—The seven elementary grades have a large attendance. Double sessions are held in two grades. The secondary work is confined to the "junior" and "senior" classes and includes Latin, Greek, and mathematics.

Industrial work is limited to a little sewing and cooking.

¹ Westmoreland High School.

Financial.—The school has an income of \$2,140 a year—\$1,720 from the Presbyterian Board of Missions for the Freedmen, and \$420 from tuition. Practically all of this is expended for teachers' salaries.

Plant.—Estimated value, \$5,000. The property consists of a lot near the city limits of Danville, improved by a brick building.

Recommendations.—1. That in view of the fact that the public high school can accommodate all the secondary pupils, the Presbyterian school discontinue secondary classes and devote its facilities to the relief of the overcrowded elementary grades.

2. That the theory and practice of gardening and simple industrial training for boys and girls be made part of the regular course.¹

Date of visit: November, 1914.

GRETNA.

PITTSYLVANIA INDUSTRIAL, NORMAL, AND COLLEGIATE INSTITUTE.

Principal: G. W. Goode.

A school of elementary grade with a few pupils in secondary subjects. It is owned by the local Baptist association and controlled by a board of 15 colored trustees elected by that body.

Attendance.—Total, 45; elementary 30, secondary 15; boarders, 28.

Teachers.—Total, 3; male 2, female 1. In addition there is one part-time teacher and the senior students are given a little practice in teaching the elementary pupils.

Organization.—The course begins with the sixth grade and covers six years. Some of the work of the upper grades is secondary. The work is lacking in thoroughness. The boys do some work on the school farm.

Financial, 1913-14.—The accounts are fairly well kept. A special committee audits the accounts and publishes a financial report annually. According to the report for the year the more important items were:

Income, excluding noneducational receipts.....	\$1,561
Expenditures, less noneducational receipts.....	1,561
Value of plant.....	5,120

Sources of income: Baptist associations, conventions, and churches, \$925; tuition and fees, 495; loan, \$100; other sources, \$41. The noneducational receipts amounted to \$1,141, of which \$1,085 was from the boarding department and \$56 from other sales.

Items of expenditure: Supplies and expenses of boarding department, \$1,085; salaries, \$990; payment on notes and interest, \$212; payment on land, \$101; fuel, \$94; labor, \$91; insurance, \$70; other expenses, \$59.

Plant.—Land: Estimated value, \$2,000. The school owns 49 acres of land, of which 9 are in the campus and 40 in the farm. About 10 acres are under cultivation.

Buildings: Estimated value, \$2,000. The building is a poorly constructed, two-story frame structure. The rooms are fairly well kept.

Movable equipment: Estimated value, \$1,120. Of this \$470 was in farm implements and live stock, \$450 in classroom equipment, and \$200 in dormitory furniture.

Recommendations.—1. That the Baptist Association endeavor to secure the cooperation of the public authorities so that this institution may be developed as a county-training school.

¹ See recommendations in summary chapter, p. 22.

2. That teacher training, gardening, and simple industrial training be made part of the regular course.¹

Date of visit: November, 1914.

POWHATAN COUNTY.

	White.	Negro.
Population, 1910.....	2,466	3,633
Children 6 to 14 years of age, 1910.....	479	986
Teachers' salaries in public schools, 1911-12.....	\$4,483	\$2,653
Teachers' salaries per child 6 to 14 in county.....	\$9.35	\$2.69
Percentage illiterate, 1910.....	8	34.9

The entire population is rural. The average length of the public-school term is 6.7 months for white pupils and 6.5 months for colored. The number of teachers is 19 in white schools and 17 in colored schools. The average attendance is 265 white pupils and 373 colored pupils.

These statistics indicate a need for additional school facilities. The St. Emma College and St. Francis de Sales Institute do not enter into the local situation as their pupils are confined to boarders.

ROCK CASTLE.

ST. EMMA INDUSTRIAL AND AGRICULTURAL COLLEGE.

Director: Brother Gratian.²

A boys' school of elementary grade with extensive industrial and agricultural equipment. All pupils board at the school.

The institution was founded in 1895 by Mr. and Mrs. Morrell of Philadelphia and is owned and supported by them. It is conducted by the Brothers of the Christian Schools, a Catholic teaching order.

Attendance.—Total, 122; all elementary.

Teachers.—Total, 17; all white men.

Organization.—Pupils must be 15 years of age and able to meet certain physical requirements before entering. They meet in academic classes from 7 to 12 a. m. and work in the shops from 1 to 5.30 p. m. The industries are: Blacksmithing, wheelwrighting, carriage and wagon building, painting, carpentry, harness making, carriage trimming, tailoring, shoemaking, masonry, cement and concrete work, and cooking and baking. The agricultural course embraces work in the dairy barn, shops, gardening, and farm work. A military organization and band are maintained.

Financial.—No statement of income and expenditure could be obtained for this institution, but the income is estimated at \$15,000 a year, a large part of which is from the shops.

Plant.—Estimated value, \$250,000. The plant consists of 3,000 acres of land, a large school building, gristmill, store, sawmill, several large shop buildings and extensive machinery and equipment for wagon making and other industries.

Recommendation.—That teacher-training receive more emphasis.

Date of visit: April, 1915.

¹ See recommendations in summary chapter, p. 22.

² White, elected since date of visit.

ST. FRANCIS DE SALES INSTITUTE.

Mother Superior: Sister Mary of the Visitation.¹

A girls' school of elementary and second grade emphasizing household arts and religious training for the development of character. All pupils board at the school. The equipment and maintenance are adequate and the work is well done. The institution was founded in 1899 by Mother Katherine Drexel and is owned and maintained by her. The work is conducted by the Sisters of the Blessed Sacrament, a sisterhood of the Catholic Church.

Attendance.—Total, 138; elementary 88, secondary 50; all female.

Teachers.—Total, 17; all white sisters; 7 teach industrial subjects.

Organization.—Elementary: The elementary work is done in the "preparatory department," covering the sixth, seventh, and eighth grades. The elementary subjects are continued in the "academic" department.

Secondary: The 4-year "academic" course is a mixture of elementary and secondary work. Only three of the classes enroll pupils. The secondary subjects reported were: Christian doctrine, 3 years; Latin, 1; rhetoric, $\frac{1}{2}$; history, $1\frac{1}{2}$; botany, $\frac{1}{2}$; psychology, $\frac{1}{2}$. A department of music is maintained.

Industrial: From 15 to 18 hours a week is required in domestic science or art. The sewing course is well planned. The cooking course includes general cooking and serving and the preparation of food for invalids. Courses in home nursing and laundering are also provided.

Financial.—No statement of income and expenditure could be obtained for this institution, but the income is estimated at \$10,000 a year, a large part of which is contributed by Mother Drexel.

Plant.—Estimated value, \$85,000. The plant consists of 600 acres of land, a large three-story brick building, two frame buildings, and good equipment for classrooms, domestic science, and dormitories.

Recommendation.—That teacher training receive more emphasis, and theory and practice of gardening be made a part of the regular course.²

Date of visit: April, 1915.

PRINCE WILLIAM COUNTY.

	White.	Negro.
Population, 1910.....	9,200	2,825
Children 6 to 14 years of age, 1910.....	1,805	688
Teachers' salaries in public schools, 1911-12.....	\$18,274	\$2,714
Teachers' salaries per child 6 to 14 in county.....	\$10.12	\$3.94
Percentage illiterate, 1910.....	8.5	29.1

The entire population is rural. The average length of the public-school term is 7.2 months for white pupils and 6.4 months for colored. The number of teachers is 6.2 in white schools and 15 in colored schools. The average attendance is 1,176 white pupils and 344 colored pupils.

¹ White.

² See recommendations in summary chapter, p. 22.

These statistics indicate the need for additional school facilities. The Manassas Industrial Institute serves as a good central institution where pupils may board and supplement the training received in the rural schools.

MANASSAS.

MANASSAS INDUSTRIAL SCHOOL.

Principal: Fred D. Morton.¹

An elementary school with a few pupils in secondary subjects. Provision is made for industrial and agricultural work in a rural community.

The school was founded in 1892 through the efforts of Jennie Dean, a daughter of ex-slaves of the State, who spent her life in domestic service, using odd moments for soliciting funds. It has a strong board of local and northern people.

Attendance.—Total, 119; elementary 99, secondary 20; male 45, female 74; boarders, 115; from Manassas, 4; from other places in Virginia, 92; from other States, 23.

Teachers and workers.—Total, 14; all colored; male 8, female 6; academic 6, boys' industries 3, girls' industries 4, agriculture 1.

Organization.—Elementary: Elementary work is done in the four lower classes. These classes are equivalent to grades five to eight. Night courses are provided for those who work during the day.

Secondary: The two classes known as the fifth and sixth are doing secondary work, including English, algebra, history, elementary science, and teacher training.

Industrial: Manual training in carpentry, blacksmithing, and shoe repairing is provided for the boys. During the first two years in the school the pupils spend from 7 to 8.45 a. m. and from 1 to 1.45 p. m. in routine work, which gives them experience in each of the three industries. In the upper classes they are expected to specialize in one of the industries, agriculture, or teacher training. The time spent on trades instruction by this group includes the periods between 7 and 8.45, some time in the afternoons, and all day Monday.

The girls have instruction in sewing, cooking, and laundry work. After the first two years they specialize in one of the household industries or teacher training.

Extension: The institution maintains a successful summer school and farmers' conference.

Financial, 1913-14.—The accounts are carefully kept in accordance with an excellent system and the books are audited annually by expert accountants. The more important items for the year were:

Income, excluding noneducational receipts	\$13,633
Parent dues, less noneducational receipts	20,270
Interest on investments	6,050
Value of property	86,627

Sources of income: General donations, \$10,571; special donations, \$6,227; tuition and fees, \$1,263; other sources, \$1,157. The noneducational receipts amounted to \$26,050, of which \$14,132 was from the boarding department, \$1,337 from the farm, and \$1,157 from the industrial department. The receipts from the shops and farm include the market values of products used by the school.

Items of expenditure: Salaries and board of teachers, \$8,551; supplies for boarding department, \$7,291; student labor, \$6,999; fuel and light, \$3,720; general supplies, \$2,290; student aid, \$1,446; repairs and renewals, \$1,197; soliciting and visitors' expenses, \$989; legal expenses, \$882; medical expenses, \$381; feed, \$194; live stock, \$76; other expenses, \$2,181.

Indebtedness: Of the \$9,056 indebtedness \$4,500 was in notes payable, \$4,142 accounts payable, and \$414 students' credit balances.

School property: The property consists of \$82,216 in the plant, \$2,841 in cash in bank, students' accounts receivable and other current assets, and \$1,570 in endowment.

Plant.—Land: Estimated value, \$5,710. The land consists of 204 acres, of which about a hundred acres are cultivated and about five acres used for campus. The campus is well kept and neat in appearance.

Buildings: Estimated value, \$64,186. There are four main buildings, a hospital building, four cottages, and several small structures used for storage and other purposes. The main building is a three-story brick structure containing classrooms, administrative offices, assembly hall, and shops; the boys' dormitory is a two-story brick building; the girls' dormitory is a frame building three-stories high. The cottages are used for teachers' homes. The buildings are carefully supervised and well kept.

Movable equipment: Estimated value, \$12,320. Of this \$5,000 is in industrial equipment and machinery, \$4,000 in furniture for classrooms and dormitories, \$1,820 in farm implements and live stock, and \$1,500 in library books and fixtures.

Recommendations.—1. That the institution be developed as a teacher-training school for northern Virginia.

2. That the officers take advantage of the close proximity to Washington and invite the cooperation of the United States Department of Agriculture and bureaus interested in education.

3. That the theory and practice of gardening be made a part of the regular course.¹

Date of visit: November, 1914. Facts verified, 1916.

SOUTHAMPTON COUNTY

	White.	Negro.
Population, 1910.....	10, 210	16, 091
Children, 6 to 14 years of age, 1910.....	2, 122	4, 120
Teachers' salaries in public schools, 1911-12.....	\$26, 207	\$5, 729
Teachers' salaries per child, 6 to 14, in county.....	\$12. 35	\$1. 63
Percentage illiterate, 1910.....	11. 7	39. 4

The entire population is rural. The average length of the public-school term is 7.6 months for white pupils and 4.3 months for colored. The number of teachers is 78 in white schools and 53 in colored schools. The average attendance is 1,219 white pupils and 1,537 colored pupils.

These statistics indicate the need for additional public-school facilities. The work of the elementary schools should be extended and strengthened. The Franklin normal and industrial school could be developed as a central institution for supplementing the training provided in the rural schools.

¹ See recommendations in summary chapter, p. 22.

FRANKLIN.

FRANKLIN NORMAL AND INDUSTRIAL INSTITUTE.

Principal: Mrs. D. I. Hayden.

A good school of elementary grade with a few pupils in secondary subjects. The school was founded in 1904 by Mrs. D. I. Hayden and is owned by an independent board of nine trustees.

Attendance.—Total, 46; elementary 38, secondary 8; male 9, female 37; boarders 30, all girls; from Franklin 25, from other places in Virginia 18, and from North Carolina 3. The reported annual enrollment was 89.

Teachers.—Total, 4; all colored women. They are well prepared for their work.

Organization.—The elementary work is done in the two preparatory years and in the first two years of the so-called normal course. The senior normal students have secondary subjects. The instruction in cooking and sewing is thorough, but there are no industries for boys except gardening. A large part of the 5-acre tract owned by the school is under cultivation.

Financial, 1913-14.—The accounts are carefully kept. The more important items for the year were:

Income, excluding noneducational receipts.	\$1,567
Expenditures, less noneducational receipts.	1,414
Indebtedness.	4,000
Value of plant.	9,800

Sources of income: Tuition and fees, \$564; general donations and entertainments, \$523; donations from Baltimore "Friends," \$480. The noneducational receipts amounted to \$1,339, of which \$1,088 was from the boarding department, and \$251 from the farm.

Items of expenditure: Supplies for boarding department, \$1,020; salaries, \$1,014; fuel, \$231; farm expenses, \$138; other expenses, \$350.

Indebtedness: The indebtedness of \$4,000 represents balance due on one of the buildings.

Plant.—Land: Estimated value, \$1,000. The land comprises 5 acres on the edge of Franklin. All but a small campus space is cultivated.

Buildings: Estimated value, \$8,000. There are three frame buildings. A two-story building with 22 rooms is used for girls' dormitory. The school building contains four classrooms. The third building is a two-room structure used for laundry.

Movable equipment: Estimated value, \$800. The equipment consists chiefly of furniture.

Recommendation.—That the school be combined with the public school of Franklin, so that the income may be increased and the senior pupils may have the opportunity to do practice teaching.

Date of visit: November, 1914. Facts verified, 1915.

SPOTSYLVANIA COUNTY.

	White.	Negro.
Population, 1910.....	10,733	5,073
Children 6 to 14 years of age, 1910.....	2,161	1,164
Teachers' salaries in public schools, 1912.....	\$13,431	\$4,494
Teachers' salaries per child 6 to 14 in county.....	\$2.99	\$2.06
Percentage illiterate, 1910.....	4.9	29.9

The rural population is 62.8 per cent of the total. The average length of the public-school term is 5.4 months for white pupils and 5.2 months for colored. The number of teachers is 55 in white schools and 25 in colored schools. The average attendance is 1,246 white pupils and 521 colored pupils.

These statistics indicate a need for additional school facilities. The work of the elementary schools should be extended and strengthened. In the city of Fredericksburg the private school provides the only secondary facilities. For this reason it receives aid from the city. A small boarding department should be developed so that this school may develop as a central institution where pupils from the surrounding country districts may board and supplement the training received in the rural schools.

FREDERICKSBURG.

FREDERICKSBURG NORMAL AND INDUSTRIAL INSTITUTE.

Principal: W. L. Ransome.

A school of elementary and secondary grade working in cooperation with the city public schools.

It was founded in 1904 and is controlled by an independent board of trustees. For some years it has received aid from the city as the only school in the town doing secondary work.

Attendance.—Total, 47; elementary 4, secondary 43; boarders, 4.

Teachers and workers.—Total, 4; all colored; male 1, female 3.

Organization.—The "normal" course, enrolling 35 pupils, consists of secondary subjects with some work in methods and reviews. A college preparatory course is also provided; 8 pupils were enrolled. Industrial training is limited to a little sewing.

Financial, 1913-14.—Of the income of \$1,300, \$800 was from the city and \$500 from tuition.

Plant.—The plant, estimated value \$4,000, consists of 30 acres of land on the outskirts of town, and two frame buildings.

Recommendation.—That the college preparatory course be omitted and the work be limited to industrial and teacher-training courses, with provision for the theory and practice of gardening.¹

Date of visit: April, 1915.

YORK COUNTY.

	White.	Negro.
Population, 1910.....	3,993	3,764
Children 6 to 14 years of age.....	842	902
Teachers' salaries in public schools, 1912.....	\$4,699	\$1,652
Teachers' salaries per child 6 to 14 in county.....	\$5.57	\$1.83
Percentage illiterate.....	7.7	17.9

¹ See recommendations in summary chapter, p. 22.

The entire population is rural. The average length of the public-school term is 6.1 months for white pupils and 5.1 months for colored. The number of teachers is 21 in white schools and 14 in colored schools. The average attendance is 534 white pupils and 343 colored pupils.

These statistics indicate the need for additional school facilities. The work of the elementary schools should be extended and strengthened. In order to provide a central institution to supplement the training received in the rural schools, the county, in cooperation with the Slater Fund and the General Education Board, is developing the school at Rising Sun.

LACKEY.

YORK COUNTY TRAINING SCHOOL.

Principal: C. E. Brown.

An elementary school selected as a central training institution to supplement the work of the public schools.

Attendance.—Total, 161; all elementary.

Teachers.—Total, 4; all colored; male 1, female 3.

Organization.—The eight elementary grades are fairly well taught. The industrial work consists of sewing, cooking, laundering, and simple manual training.

Financial, 1914-15. The income amounted to \$1,280, of which \$780 was from public funds and \$500 from the Slater Fund. Of the income \$940 was expended for salaries and \$340 for other purposes.

Plant.—Estimated value, \$3,000. The plant consists of an acre of land, value \$100, a four-room building, value \$2,400, and equipment valued at \$500.

Recommendations.—1. That the work be encouraged and facilities added, as the need appears, for a boarding department, secondary work, and teacher training.¹

2. That the theory and practice of gardening be made a part of the regular course.¹

Date of visit: October, 1915.

BAPTIST SCHOOLS.

In addition to the three schools reported by the American Baptist Home Mission Societies and the Virginia Theological Seminary and College supported by the Convention Baptists, there are 10 Baptist schools reported in Virginia. Three of these were considered important enough to discuss in the county summaries above. The only schools not visited were the Northern Neck Academy, at Ivondale, and King William Academy, at King William Court House. Evidence indicates that these are small, unimportant schools. The other five are described below.

CHARLOTTE COUNTY—KEYSVILLE.

KEYSVILLE MISSION SCHOOL.

Principal: A. J. Goode.

A small school of elementary grade with a few pupils in secondary subjects. It is owned and controlled by a self-perpetuating board of trustees and supported by the local Baptist Association. There were 58 pupils, 37 of whom were boarders. Five colored teachers were employed. Pupils do a little sewing and woodwork and some farm labor.

¹ See recommendations in summary chapter, p. 22.

Financial, 1913-14.—Fairly good financial records are kept. The more important items for the year were:

Income, excluding noneducational receipts.....	\$1, 611
Expenditures, less noneducational receipts.....	1, 611
Value of plant.....	4, 460

Sources of income: Baptist Association, \$1,310; church collections, \$228; tuition and other sources,

\$73. The noneducational receipts were from the boarding department and amounted to \$1,747.

Items of expenditure: Supplies for boarding department, \$1,420; salaries, \$930; traveling expenses, \$85; equipment and repairs, \$45; other expenses, \$878.

Plant.—Estimated value, \$4,460. The school owns 100 acres of land, three small frame buildings, and equipment and furniture valued at \$960.

Recommendations.—1. That the trustees endeavor to combine the school with the public school.

2. That simple manual training and gardening be made a regular part of the school work.¹

Date of visit: November, 1914.

FRANKLIN COUNTY—ROCKY MOUNT.

BOOKER T. WASHINGTON AND FRANKLIN NORMAL, ACADEMIC, AND INDUSTRIAL SCHOOL.

Principal: Miss M. Hopkins.²

A school run on a cooperative arrangement between the county and the Baptist Association, whereby pupils from an adjoining public school utilize one room of a plant owned by the association, pending development of the Baptist school. The public school has three teachers and 63 elementary pupils. The Baptist plant consists of 18½ acres of land and a building of 18 rooms. The estimated value is \$5,200 and the indebtedness is \$2,770. The plant is located near the birthplace of Booker T. Washington.

Recommendation.—That the plan to consolidate three public schools with this school and make it a county training school be encouraged.

Date of visit: November, 1914.

HALIFAX COUNTY—HOUSTON.

HALIFAX INSTITUTE.

Principal: Le Roy Gillmore.

An elementary school with seven pupils and one teacher. The building is owned by the Baptist Association and is used both by the Baptist and the public school. The income of about \$600 was derived from the Baptist Association. The plant, estimated value \$3,300, consists of 2 acres of land and a 12-room frame building.

Recommendation.—That the school be transferred to the public-school authorities of the county.

Date of visit: November, 1914.

KING AND QUEEN—CAUTHORNVILLE.

KING AND QUEEN HIGH SCHOOL.

Principal: J. R. Ruffin.

A poorly managed elementary school doing a needed work in a rural community. The school is held on the principal's property, but an acre of ground and one of the two buildings have been deeded to a board of colored trustees representing the local Baptist associations. The 50 pupils are in nine grades. Twenty-one were boarders. In addition to the principal there are three colored teachers. The principal is the local storekeeper and postmaster and farms 200 acres of land. The income amounted to approximately \$1,500, of which about \$900 was from students and \$600 from the Baptist Association.

¹ See recommendations in summary chapter, p. 22.

² Miss Hopkins is principal of the public school, which uses part of the private plant.

Of the expenditures \$700 was salaries and \$800 for other expenses. The plant, estimated value \$1,400, consists of an acre of land, an old building, and equipment valued at \$50.

Recommendation.—That effort be made to have the county authorities take over this needed work.

Date of visit: April, 1915.

NANSEMOND COUNTY—SUFFOLK.

NANSEMOND COLLEGIATE INSTITUTE.

President: J. A. Harrell.

An elementary school with a few pupils in secondary subjects. It was founded in 1905 by the local Baptist association and is owned and controlled by the association. The 64 pupils in attendance were in 12 grades. An "academic" or college course was claimed, but only one pupil was in attendance. There were six colored teachers, of whom four were male. Much emphasis was placed on Latin and Greek. The instruction was unsuited to the needs of the pupils. The income was approximately \$500, of which \$320 was from tuition and \$180 from church collections. Of this \$230 was expended for fuel and supplies, \$200 for salaries, \$50 for repairs, and \$20 for printing and advertising. The plant, estimated value \$4,400, consists of 39 lots; two frame buildings, and a little classroom furniture. The premises are neglected and no use is made of the land about the school.

Recommendation.—That the institution be made a county training school with a course of instruction including teacher training, theory and practice of gardening and simple industrial training.¹

Date of visit: April 1, 1915.

CATHOLIC PARISH SCHOOLS.

Besides the two large Catholic schools described under Powhatan County, there are five Catholic parish schools in Virginia. These schools are listed below. The religious interest is strong in all of these schools.

County.	Town.	School.	Attendance.	Teachers.	Income.
Cumberland.	Cartersville.	St. Katherine's School.	17	1	\$350
Fluvanna.	Columbia.	St. Joseph's School.	28	1	350
Henrico.	Richmond.	Van de Vyver College.	280	10	4,000
Norfolk.	Norfolk.	St. Joseph's School.	227	5	1,000
Sussex.	Jarratt.	St. Francis' School.	35	1	375

PRESBYTERIAN SCHOOLS.

The Presbyterian Board of Missions for Freedmen reports 22 schools in Virginia. Two of these were considered important enough to be discussed in the county summaries. Nine others were visited and are described below. The remaining 11 are listed at the end of this summary. The schools described are small parochial institutions of minor importance, generally taught in the church by the local pastor. Several of them are located in rural districts, where their meager facilities are needed to supplement inadequate public schools. To insure more efficient work, effort should be made to merge these schools with the public-school system or secure increased private aid.

AMELIA COUNTY—AMELIA COURTHOUSE.

PRESBYTERIAN PAROCHIAL.

Principal: T. E. Montouth.

An elementary day school with 59 pupils, all below the fifth grade. The reported enrollment for the year was 74. The school has three teachers, two of whom are women. The plant consists of 2

¹ See recommendations in summary chapter, p. 22.

acres of land and a seven-room frame house used for classrooms and principal's residence. The income is \$320, of which \$150 is from Amelia County, \$120 from the Presbyterian Board, and \$50 from the school patrons.

Date of visit: November, 1914. Facts verified, 1916.

AMELIA COUNTY—CHULA.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: C. E. Archer.

A two-teacher public school aided by the Presbyterian Board of Missions for Freedmen. There were 67 pupils present in the six grades on date of visit. The school building is owned by Amelia County. The school term is five months.

The income amounted to \$192, of which \$125 was from the county, and \$67 from the Presbyterian Board.

The school plant consists of a four-room frame building and three acres of land. Two rooms of the building are in use; the other rooms have not been finished. In erecting the building the county contributed \$500, and the school patrons raised \$765. There is a debt of \$335 on the building.

Date of visit: November, 1914. Facts verified, 1916.

AMELIA COUNTY—JETERSVILLE.

PRESBYTERIAN PAROCHIAL.

Teacher: Evaline Bowler.

A one-teacher school with 33 elementary pupils. The Presbyterian Board of Missions for Freedmen contributes \$150 a year toward maintenance.

Date of visit: November, 1914. Facts verified, 1916.

HALIFAX COUNTY—SOUTH BOSTON.

PRESBYTERIAN PAROCHIAL SCHOOL.

Principal: A. Kendrick.

A school with 62 elementary pupils, all below the fifth grade. The reported enrollment for the year was 100. The school has three teachers, two of whom are women. The principal is the local pastor. The school is taught in a new building next to the church. The length of the term is six months. The income is \$440, of which \$390 is from the Presbyterian Board, \$30 from the local church, and \$20 from the school patrons. The existence of this school is justified as long as the public school facilities are inadequate. The school term should be lengthened.

Date of visit: November, 1914. Facts verified, 1916.

HENRY COUNTY—MARTINSVILLE.

PRESBYTERIAN PAROCHIAL.

Principal: G. P. Watkins.

A school with 67 elementary pupils in seven grades. The reported enrollment for the year was 138. The school is taught in the basement of the church by the pastor and three women. The school term is six months. The income was \$358, of which \$240 was from the Presbyterian Board and \$118 from tuition.

Recommendation.—In view of the plan of the county to erect a school building here, it is recommended that the Presbyterian Board discontinue this school or combine it with the public school.

Date of visit: November, 1914. Facts verified, 1916.

HENRY COUNTY—RIDGEWAY.

PRESBYTERIAN PAROCHIAL SCHOOL.

Teacher: Mrs. S. J. Dillard.

A one-teacher school with 45 elementary pupils, taught in a church. The Presbyterian Board contributes \$100 a year toward support. The school term is five months.

PATRICK COUNTY—STUART.

PRESBYTERIAN PAROCHIAL.

Teacher: Mrs. E. G. Dickson.

A one-teacher school with 62 elementary pupils. It is taught in a private house. The session is five months. The Presbyterian Board contributes \$110 each year toward the support of this school.

Recommendation.—In view of the fact that there is no public school for Negroes in Stuart it is recommended that an appeal for aid be made to the county authorities.

PITTSYLVANIA COUNTY—CHATHAM.

PRESBYTERIAN PAROCHIAL.

Principal: Annie Clark.

A one-teacher parochial school held in a church, about a mile from Chatham. The 10 pupils present on the day of visit were all elementary. The reported enrollment for the year was 35. The school session is seven months. Its income is \$70, of which \$50 is from the Presbyterian Board of Missions for Freedmen and \$20 from the school patrons.

Date of visit: November, 1914. Facts verified, 1916.

WARWICK COUNTY—NEWPORT NEWS.

PRESBYTERIAN PAROCHIAL.

Principal: G. T. Jones.

A one-teacher school with 22 elementary pupils taught in a wretched building behind the church. The school should be continued only so long as the public school facilities for colored children are inadequate.

OTHER PRESBYTERIAN SCHOOLS.

In addition the following schools were reported by the Presbyterian Board, but evidence indicates that they are hardly worthy of consideration in this report:

County.	Town.	County.	Town.
Amelia.	Amelia.	Henry.	Ridgeway.
Amelia.	Mannboro.	Henry.	Ridgeway.
Charlotte.	Charlotte.	Mecklenburg.	Bracy.
Charlotte.	Charlotte.	Nottoway.	Nottaway.
Dinwiddie.	Petersburg.	Pittsylvania.	Hope.
Halifax.	Clarkton		

MISCELLANEOUS SCHOOLS.

Besides the schools described above there are five small denominational schools in the State. Four of these are supported by the Episcopal Board of Missions and the American Church Institute for Negroes and one by the Universalist Church. The existence of three of the Episcopal schools was verified by correspondence. The other

Episcopal school and the Universalist school were visited and are described herewith. The three schools not visited are small mission schools taught in connection with churches and aided by the Episcopal Board of Missions.

NANSEMOND COUNTY—SUFFOLK.

SUFFOLK NORMAL TRAINING SCHOOL.

Principal: J. F. Jordan.

An elementary school with 56 pupils in attendance on the day of visit. Lessons in simple sewing are given to the older girls. The teaching force consists of the principal, his wife, and daughter. The principal has been appointed probation officer and effort is being made to do neighborhood work.

The school was founded by the principal, a colored minister in the Universalist Church. The church owns the property and aid is granted through the church educational board.

Financial, 1913-14.—The income amounted to \$1,200, of which \$800 was from the Universalist denomination, \$200 from donations, and \$200 from tuition and fees. The expenditures included \$600 for salaries and \$212 for repairs.

Plant.—Estimated value, \$3,500. The plant consists of a large city lot, a two-story frame building with eight rooms, and limited equipment. The classrooms were clean, though equipped only with rough benches for seats.

Recommendation.—That duplication of public-school work be avoided and the institution devoted to social-settlement activities.

November, 1914. Facts verified, 1916.

PITTSYLVANIA COUNTY—CHATHAM.

ST. LUKE'S PAROCHIAL SCHOOL.

Principal: Mrs. M. J. Lewis.

A small three-teacher Episcopal parochial school with an eight months' term. All the teachers are colored women. Only two teachers were present on the day the school was visited. There were 39 pupils present, all elementary.

Financial.—The school's income is \$280, of which \$200 is from the Episcopal Board of Missions and \$80 from the patrons. The pupils are supposed to pay \$1 a month tuition. The income is all expended for teachers' salaries.

Plant.—Estimated value, \$1,200. The school plant consists of a small lot, a five-room house, and meager equipment. Only three rooms are used by the school. The building is in poor repair.

Recommendation.—That the school be conducted in cooperation with the Chatham public school, for which a new building has been erected.

Date of visit: November 25, 1914.

OTHER SCHOOLS.

The three schools whose existence was verified by correspondence are as follows:

County.	Town.	School.
Campbell.	Lynchburg.	Good Shepherd.
Lunenburg.	Lunenburg.	St. James'.
Mecklenburg.	Union Level.	St. Paul's.

INDEPENDENT SCHOOLS.

Besides the schools described in the county summaries above, there are 7 independent schools in Virginia. One so-called school at Petersburg has neither pupils nor plant. These schools were founded in some cases to supplement inadequate public school facilities, but as they are dependent for support on individual initiative and as

their supervision is limited, they are doubtful enterprises for outside philanthropy. Where there appears to be a real need for these schools effort should be made to merge them with the public-school system. In no case should they endeavor to extend their activities beyond the needs of their immediate community. In order that efficient use of the money may be assured, donations should be made through the public authorities or through an agency acquainted with the educational needs of the community. The ventures at Newport News, Alexandria, Clifton Forge, Claremont, Staunton, Falls Church, Petersburg, and Luray should not receive support in their present condition.

ALEXANDRIA COUNTY—ALEXANDRIA.

ROBERT GOULD SHAW NORMAL AND INDUSTRIAL SCHOOL.

Organizers and solicitors: M. L. and R. B. Robinson.

From 1894 to 1902 this so-called school was known as the John Hay Normal and Industrial School. When Secretary Hay protested against the use of his name the organizers renamed the institution the William McKinley Normal and Industrial School. In 1914 some of the contributors to the school became suspicious and the name of the school was again changed. The present name, like the two former ones, was selected in order to attract donations. The chief aim of the organizers seems to have been the collection of money for themselves. At one time a "National Finance Bureau of Washington" was organized by the solicitors to facilitate the collection of funds.

When the school was visited there were 16 pupils, taught by Mrs. R. B. Robinson and a volunteer worker. The children can be better cared for in the public schools. The plant, said to be valued at \$3,000, consists of three city lots, two frame buildings, and meager equipment. Only one room is used for school work.

Recommendation.—That all donations be withheld.

ALLEGHANY COUNTY—CLIFTON FORGE.

CLIFTON FORGE NORMAL AND INDUSTRIAL INSTITUTE.

President: D. W. Hill.

A poorly managed elementary school with an attendance of 18 on day of visit. The reported annual enrollment was 33, of whom 14 were boarders. The teaching is done by the principal and three colored women. The work covers the eight elementary grades, with some instruction in sewing. The colored population of the community is small. The reported income for 1914-15 was \$1,478. Of this, \$607 was from students, \$380 from church collections and entertainments, \$374 from donations, \$117 from other sources. The expenditures amounted to \$1,650, of which \$448 was for salaries, \$130 for traveling expenses, \$117 payment on the indebtedness, and \$664 for other purposes. The indebtedness amounted to \$7,880, secured by a mortgage on the plant. The plant, estimated value \$8,000, consists of 2 acres of land, a two-story frame building, a cottage, and equipment valued at \$500.

Recommendation.—In view of the condition of this school it can not be recommended as worthy of aid.

Date of visit: December, 1914. Facts verified, 1916.

AUGUSTA COUNTY—STAUNTON.

LANGSTON-DOUGLASS ACADEMY.

Principal: David N. Kinney.

An elementary day school privately conducted. It was founded in 1906 by the principal. There is no board of trustees.

Attendance.—Total, 76; all in the eight elementary grades. The first six grades are called the "grammar school," the seventh and eighth the academy. There were three teachers, all colored. The income amounted to approximately \$600, all of which is from tuition and is used for salaries.

Recommendation.—The school is wholly private and should not expect donations.

Date of visit: December, 1914.

DINWIDDIE COUNTY—PETERSBURG.

HOFFMAN HALL SOUTHERN INDUSTRIAL TRAINING SCHOOL.

Solicitor: John T. Cheshire.

President: R. H. Cooley.

An enterprise which, as yet, has done no educational work. The chief aim of the organizers seems to have been that of raising funds. Although no property is owned and no teaching done, a financial agent is maintained in the North.

Recommendation.—That all donations be withheld.

Date of visit: November, 1914.

FAIRFAX COUNTY—FALLS CHURCH.

PROVIDENCE HEIGHTS INDUSTRIAL SCHOOL.

President: E. A. Lott.

A school in name only. The property, valued at \$400, consists of a town lot and the framework of a small building. It is owned by a board of trustees. The president of the school is a Government employee, who is endeavoring to secure funds to build a boarding and industrial school.

Recommendation.—In view of the conditions this school can not be recommended as worthy of aid.

Date of visit: November, 1914.

PAGE COUNTY—LURAY.

VALLEY COLLEGE.

President: J. H. Reed.

A public elementary school with 13 pupils and 1 colored teacher. It is taught in the house of the principal, who spends some of his time soliciting money. The teacher is paid \$150 a year by the county.

Recommendation.—In view of the condition of this school it can not be recommended as worthy of aid.

Date of visit: May, 1915.

SURRY COUNTY—CLAREMONT.

SMALLWOOD MEMORIAL INSTITUTE.

Acting President: J. R. Pollard.

A school of elementary grade with good plant. Through bad management a large indebtedness has been accumulated and the property is heavily mortgaged.

The school was founded in 1892 by J. J. Smallwood. Though the institute had a nominal board of trustees, the principal held title to the property and it was inherited by his wife and daughter upon his death. For two years the property was involved in a controversy between the owner and the trustees. Receivers were appointed by the chancery court in March, 1913, in order to satisfy the claims of the trustees and creditors. Upon several occasions when effort was made to meet the indebtedness the trustees brought in so many additional claims that efforts to save the plant were defeated.

Attendance.—Total, 63. Fifteen of the pupils were in a "normal" course, which included some secondary subjects. The industrial work was confined to a little cooking and sewing. Only one hour a week in theory and one hour in practice of agriculture were reported.

Teachers.—Total, 7; all colored; male 2, female 5.

Financial, 1913-14.—The financial management was so uncertain that accurate facts of income and expenditure could not be obtained either from the workers at the school or from those in Richmond who were interested in the institution.

Indebtedness.....	\$40,000
Value of plant.....	65,000

¹ See recommendations in summary chapter, p. 22.

Indebtedness: The indebtedness was variously estimated from \$15,000 to \$40,000. About half of the indebtedness is due on the original farm. The other indebtedness consists of bills due for current expenses, sums due the widow of the former principal, lawyer's expenses, and court costs.

Plant.—Land: Estimated value, \$15,000. The land comprises 172 acres, beautifully located on a height overlooking the James River.

Buildings: Estimated value, \$50,000. A large three-story building is used for school purposes. There are two large frame structures used for dormitories, a pavilion, a power house of brick, and four neat cottages. The buildings are lighted by the school's electric plant and the larger buildings are heated by steam. In addition to these the school owns the wharf, valued at \$3,000.

Movable equipment: Estimated value, \$10,000. Of this, \$5,000 was in electrical plant and machinery, about \$3,000 in dormitory and classroom furniture, and \$2,000 in farm implements and live stock.

Recommendation.—That donations be withheld until the board of trustees is reorganized, the indebtedness definitely determined, and title to the property made clear.

Date of visit: December, 1914. Facts verified, 1916.

WARWICK COUNTY—NEWPORT NEWS.

NEWPORT NEWS TRAINING SCHOOL.

President and field agent: Sherman S. Furr.

An elementary day school with a few pupils in secondary subjects. The president spends most of his time soliciting funds.

The school was founded by the president. Title to the property is vested in a board of directors. The board exercises practically no supervision over the school work, so that the entire management is in the hands of the president.

Attendance.—Total, 75; elementary 68, in secondary subjects 7. The reported enrollment for the year was 90.

Teachers and workers.—Total, 7; all colored; male 1, female 6. The teachers were trained in good schools, but their work lacks thoroughness.

Organization.—The course consists of the regular elementary work and a few secondary subjects. The industrial work comprises a little basketry, chair caning, and sewing. The equipment is so poor that the work is of little value.

Financial, 1913-14.—Practically no financial records are kept. As far as could be determined from the statements of the principal the more important items were:

Income.....	\$3, 443
Expenditures.....	3, 352
Indebtedness.....	386
Value of plant.....	1, 500

Sources of income: General donations, \$3,159; tuition and fees, \$284.

Items of expenditure: Salaries, \$1,080. No other items of expenditure could be given.

Plant.—The plant consists of a large city lot of about half an acre and a four-room frame building, valued at \$1,500. The desks used by the school are borrowed from the county. Two small buildings used for school purposes are rented. The industrial equipment was valued at \$20. The buildings were clean, but badly in need of repair.

Recommendation.—In view of the condition and management of this school it can not be recommended as worthy of aid.

Date of visit: November, 1914. Facts verified, 1915.

SPECIAL INSTITUTIONS.

In addition to the schools described above there are six special institutions for colored people in Virginia. Two are reform schools, operated by the State; two claim to do neighborhood work and work for juvenile delinquents; one is a nurse-training school, and one an orphanage. These institutions are described herewith:

HANOVER COUNTY—HANOVER

NEGRO REFORMATORY FOR BOYS.

President: T. J. Edwards.

A well-managed reform school for boys. The work is organized and conducted according to progressive methods of correction. Boys between 8 and 17 years of age are committed by the State courts, the State paying a fee for each boy. A placing-out officer, who works in connection with the State departments of charities and correction, has charge of the parole system.

The institution was founded in 1900 and is owned and controlled by an incorporated board of trustees of prominent white and colored men of the State.

Attendance.—Total, 177; all elementary. In addition there were about 50 boys out on parole.

Teachers and workers.—Total, 21; all colored; male 15, female 6; classroom 3, boys' industries 2, farm workers 5, other workers 11.

Organization.—A majority of boys attend school half a day and work half a day. Those who work on the farm attend night school. The instruction is all elementary.

Industrial: Blacksmithing, carpentry, and wheelwrighting are taught and the plans include the introduction of broommaking and shoemaking.

Agriculture: A well-equipped farm is owned and practical work in agriculture is done. The instruction includes gardening and the care of field crops and animals.

Financial, 1914-15.—The income amounted to \$15,754, of which \$15,345 was from the State and \$409 from sale of farm products and other sources. Of the income \$6,190 was expended for salaries and wages, \$2,650 for provisions and groceries, \$1,898 for clothing, \$1,613 for farm supplies, and \$3,403 for all other purposes.

Plant.—Estimated value, \$57,500. The plant consists of 1,600 acres of land, a large frame building used for trades, a three-room school building, a church, three dormitory cottages, and several small structures, together with shop, farm, and dormitory equipment valued at \$7,500. The plant is well kept and the premises are neat in appearance.

Recommendation.—That the equipment and support for this work be increased.

Date of visit: August, 1915.

HANOVER COUNTY—PEAKE.

INDUSTRIAL HOME SCHOOL FOR COLORED GIRLS.

Principal: Mrs. Harris Barrett.

A well-managed home school for colored girls committed to the institution by the State courts.

The school was chartered in 1915 and is owned by a board of trustees of influential white and colored persons. The State appropriated \$6,000 toward the establishment of the institution; the colored women of Virginia raised nearly \$6,000, and white friends contributed over \$2,000.

Attendance.—Total, 15. The school has opened recently and the number of girls is increasing as rapidly as accommodations can be supplied.

Workers.—Total, 5; all colored; male 2, female 3; classroom teachers 2, agriculture 1, industry 1, and the principal.

Organization.—The work combines industry, home training, and class instruction.

Financial, 1914-15.—A statement of income and expenditures could not be given, as the school had not been in operation a full year. The cost of maintenance will be approximately \$5,000, a part of which will come from the State, as a certain amount is to be allowed for each girl committed to the institution by the courts.

Plant.—Estimated value, \$20,000. The plant consists of 147 acres of land, a new \$10,000 building, several small structures, and equipment valued at \$1,500. The premises are well kept.

Recommendation.—That liberal support be provided for this needed institution.

Date of visit: August, 1915.

WARWICK COUNTY—NEWPORT NEWS.

CHRISTIAN MORAL AND INDUSTRIAL TRAINING SCHOOL AND RESCUE HOME FOR ERRING GIRLS.

Organizer: S. A. Howell.

An institution which exists in name only. The organizer solicits funds, and it is reported that he has purchased a lot in Newport News, which he claims is the site of the school. The man who is named as "secretary" of the so-called institution in the advertisements stated that he had no connection with the institution and could give no information concerning it.

Recommendation.—That donations be withheld.

Date of visit: June, 1915.

ELIZABETH CITY COUNTY—HAMPTON.

HAMPTON TRAINING SCHOOL FOR NURSES.

Superintendent: Dr. Esther Morgan.¹

A three-year nurse-training school maintained in connection with Dixie Hospital and open to young women of the Negro and Indian races. The course is thorough. Hospital facilities are provided for both white and colored patients. About 700 patients were admitted in 1914-15 and a large number of outside patients were attended by the nurses.

The school and hospital are owned by an independent board of trustees and supported mainly by donors interested in Hampton Institute.

Attendance.—Nurses in training, 33.

Residence staff.—Total, 2; the white superintendent and colored head nurse. In addition two other workers give part time to teaching.

Financial, 1914-15.—The income of the school and hospital amounted to \$17,091, of which \$9,751 was from "hospital earnings," \$4,008 from donations, \$2,805 from "nurses' earnings," and \$527 from other sources. There was a balance of \$184 from the previous year. The expenditures amounted to \$17,275, of which \$5,704 was for "subsistence," \$3,070 for salaries and wages, \$1,793 for drugs and surgical supplies, \$1,389 for light and fuel, \$1,416 for nurses' wages, and \$6,973 for other purposes.

Plant.—Estimated value, \$75,000. The plant consists of a well-built four-story brick building and equipment valued at \$5,000. The building is practically new and well adapted to its purpose.

Recommendation.—That this worthy institution receive increasing support.

THE WEAVER ORPHAN HOME.

Superintendent: W. B. Weaver.

A small orphan home doing good work with limited equipment. The devotion and energy of the superintendent largely explain the success of the home. It was founded in 1904 and is owned and controlled by the Tidewater Orphan Association, an incorporated organization.

Attendance.—Average, 32. The average age of the children is 9 years. Some of them are received wholly on a charity basis; others pay a small amount for board.

Workers.—Total, 3; all colored.

Organization.—The children have six grades of elementary instruction and a kindergarten. The manual work consists of cooking, sewing, wood work, and gardening.

Financial, 1914-15.—The income of about \$1,200 is derived from donations and board paid by relatives of the orphans. The expenditure is chiefly for maintenance. About \$400 worth of produce raised on the farm is used by the boarding department.

Plant.—Estimated value, \$10,000. The plant consists of 15 acres of land and a large frame building.

Recommendation.—That this work be encouraged and adequate funds be provided for its maintenance.

¹ White.

XX. WEST VIRGINIA.

SCHOOL FACILITIES IN THE STATE.

There are 64,173 colored people in West Virginia. They form only 5.3 per cent of the total population, but their number is rapidly increasing as a result of the development of the mineral resources of the State. The increase in population between 1900 and 1910 was 20,674, or 47.5 per cent. Negroes constitute 1.6 per cent of all persons engaged in agricultural pursuits in the State. As farmers, renting and owning land, they have charge of 34,520 acres, while as farm laborers they undoubtedly cultivate a larger area. The United States census indicates that illiterates are still 20.3 per cent of the colored people 10 years of age and over and 6.4 per cent of the children 10 to 14 years of age, and the death rate is high. These statistics indicate that though the number of Negroes is relatively small it needs to be considered a vital part of the population of the State.

Public appropriations.—Public-school expenditures could not be obtained separately for the white and colored schools of West Virginia. In view of the scattering Negro population and the expense of furnishing schools for small groups of colored people, the public-school facilities are fairly good. In addition to the expenditures for public schools, the State appropriated \$218,770 to maintain six normal schools and one college for white people and \$48,000 to maintain the West Virginia Collegiate and Industrial Institute and the Bluefield Colored Institute for Negroes. The former school also receives the Federal appropriation for agricultural and mechanical education.

Private aid.—In addition to the two State schools there is one private school in West Virginia, with an annual income of \$17,581, a property valuation of \$222,178, and an attendance of 110 pupils, of whom 91 are secondary. This school is supported by the Baptists of the State and aided by the American Baptist Home Mission societies.

Attendance.—The United States census reports 10,404 colored children 6 to 14 years of age, of whom 7,927, or 76.2 per cent, are attending school. Over 60 per cent of these children are in the counties of Fayette, Jefferson, Kanawa, Mercer, and McDowell. Several of the cities provide public high schools for colored people. The State high school inspector classes the colored high schools as follows: Standard four-year, Charleston and Parkersburg; second-class four-year, Clarksburg, Huntington, and Wheeling; two-year, Hilltop and Kimball. Both of the State schools maintain industrial and teacher-training courses, but the course at the Bluefield Colored Institute is in need of reorganization. The only provision for instruction in agriculture is at the State school.

SUMMARY OF EDUCATIONAL NEEDS.

1. Increase in teacher-training facilities. The courses at the two State schools should be strengthened.
2. More provision for instruction in gardening, household arts, and simple industries.

PRIVATE AND HIGHER SCHOOLS.

The private and higher schools are herewith described. Counties and cities in which the more important institutions are located are presented as a background for the discussion of the individual schools. The counties are arranged in alphabetical order.

JEFFERSON COUNTY.

	White.	Negro.
Population, 1910.....	12,390	3,499
Children 6 to 14 years of age.....	2,170	773
Percentage illiterate.....	4.4	19.5

The rural population is 83.2 per cent of the total. The colored population is small both in number and per cent of the total population. Of the colored children 6 to 14 years of age 68.6 per cent were attending school.

HARPERS FERRY.

STORER COLLEGE.

President: Henry T. McDonald.¹

A school of secondary grade with small elementary enrollment. The teachers are above the average in preparation but the curriculum is somewhat complicated.

The school was founded in 1867 on Camp Hill, famous as the army headquarters during the Civil War, by the Free Baptist denomination. It has an independent board of trustees and receives aid and supervision from the American Baptist Home Mission Society.

Attendance.—Total, 110; elementary 19, secondary 91; male 40, female 70; boarders, 88. Of the pupils reporting home address, 3 were from Harpers Ferry, 61 from other parts of the State, and 46 from other States. There were 20 pupils from farm homes. The reported enrollment for the year was 165.

Teachers and workers.—Total, 23; white 12, colored 11; male 8, female 15; academic 12, music 2, industry 3, gardening 1, commercial 1, other workers 4.

Organization.—Elementary: A preparatory class in elementary subjects is provided for pupils below secondary grade. Some of the subjects in the first year of the secondary and "normal" courses are also elementary.

Secondary: Secondary work is given in the academic course, enrolling 21 pupils, and in the "normal" course, enrolling 70 pupils. Most of the pupils take the following course: English, 4 years; mathematics, 3; history, 1; elementary science, 1; music, $\frac{1}{2}$; drawing, $\frac{1}{2}$. At the time the school was visited, 41 pupils had elected Latin; 30, history; 24, French; 21, zoology; 21, astronomy; 15, physical geography; 14, mathematics; 12, physics; 9, German; 8, psychology. In the "normal" course provision is made for teacher training, including methods of teaching history of education and review of the common-school branches. The emphasis on foreign languages is rather excessive.

Industrial: Manual training in wood is effectively taught. Good instruction in sewing and cooking is provided. A course in gardening is given in connection with the raising of vegetables for the school.

¹ White.

Financial, 1913-14.—The books are carefully kept and the business management economical. The more important items for the year were:

Income, excluding noneducational receipts.....	\$17,581
Expenditures, less noneducational receipts.....	17,237
Value of property.....	222,178

Sources of income: Free Baptist Women's Mission Society, \$3,075; American Baptist Home Mission Society, \$3,000; interest on investments, \$2,870; State board of control, \$2,793; tuition and fees, \$1,639; bond matured, \$1,000; rents, \$881; contributions, \$607; receipts from mortgages, \$420; scholarships, \$215; miscellaneous, \$1,081. The noneducational receipts amounted to \$9,160, of which \$6,464 was from the boarding department, \$1,174 from the farm, \$978 from heat, light, and power sold, \$362 from students' deposits, and \$182 from the domestic-science building.

Items of expenditure: Salaries, \$7,987; supplies for boarding department, \$6,144; heat, light, and power, \$1,950; purchase of real estate, \$1,938; labor and supplies for farm and garden, \$1,390; educational supplies, \$1,317; "matriculation and music bills," \$1,292; repairs and improvements, \$843; maintenance of building and grounds, \$742; insurance, \$502; repayments of deposits and loans, \$460; printing and postage, \$458; scholarships, \$230; library supplies, \$118; other purposes, \$1,026.

School property: Of the property \$117,500 is in the plant, \$72,678 in endowment funds invested in stocks and securities, and \$32,000 in real estate outside of school plant.

Plant.—Land: Estimated value, \$6,000. The school owns about 40 acres of land, of which 8 are in the campus. A large part of the remaining land is in the school farm and garden. The school grounds are attractive and are frequently visited because of the historic interest that attaches to Harpers Ferry.

Buildings: Estimated value, \$102,100. Most of the buildings are substantial structures. The boys' dormitory and the two industrial buildings are of stone. The recitation building, the church, and the three girls' dormitories are of brick. The president's home and Sinclair Cottage are frame structures. John Brown's Fort, a brick building, is used as a museum. The large barn has connected with it a silo and a slaughterhouse. Some of the buildings are old. Closer supervision is needed for all the buildings and especially for the boys' dormitories.

Movable equipment: Estimated value, \$9,400. Of the movable equipment, \$3,500 is in library books and fixtures, \$2,000 in furniture, \$2,000 in farm equipment and live stock, \$1,000 in scientific apparatus, and \$900 in shop equipment.

Recommendations.—1. That the course of study be simplified and emphasis placed on teacher-training subjects.

2. That the time given to foreign languages be not allowed to interfere with elementary science, physiology and social studies.

3. That theory and practice of gardening receive more emphasis in the regular course.

4. That supervision of boys' rooms be made more effective.

Date of visit: November, 1914. Facts verified, 1916.

KANAWHA COUNTY.

	White.	Negro.
Population, 1910.....	74,966	6,476
Children 6 to 14 years of age.....	15,568	1,067
Percentage illiterate.....	9.3	14.7

The rural population is 71.8 per cent of the total. The colored population is small. The public-school facilities are fairly good; of the colored children 6 to 14 years of age, 83 per cent were attending school.

INSTITUTE.

WEST VIRGINIA COLLEGIATE INSTITUTE.

President: Byrd Prillerman.

A secondary school with an elementary department enrolling about a third of the pupils. The academic organization is complicated. Adequate equipment is provided for the industries, but the time for this work is short. Gardening is effectively taught.

The school is owned by the State; it is supported partly by State appropriation and partly by the Federal funds for agricultural and mechanical education. The legislature chartered the school in 1891. Financial control is vested in the State board of control and the educational activities are supervised by the State board of regents.

Attendance.—Total, 234; elementary 72, secondary 162; male 92, female 142; boarders, 202. Of those reporting home address, 183 were from West Virginia and 47 from other States. Fifty were from farm homes. The reported enrollment for the year was 345.

Teachers and workers.—Total, 29; all colored; male 20, female 9; academic 6, boys' industries 6, girls' industries 4, agricultural 2, commercial 1, music and other workers 10. Nine workers who do not teach include a physician, a matron, five laborers, and two clerks.

Organization.—The complicated organization provides three courses: The "English" course, largely elementary, for trade pupils who wish only an English education; the "normal" course, a combination of elementary and secondary subjects with some attention to teacher training; and the "academic" course, which includes the usual college preparatory subjects. These three courses involve a confusing duplication of subjects and class names. The real work is classified in the following statement:

Elementary: Elementary work is done in the "English" course and in the "sub-freshmen" divisions.

Secondary: The "normal" course, in which 94 pupils are enrolled, is made up of a well-selected group of studies, with proper emphasis on elementary science, gardening, and teacher training. The college preparatory course, enrolling 53 pupils, includes 5 units of foreign language, 3 of mathematics, and ample provision for the elementary sciences. The history in both courses is insufficient. Eleven pupils are specializing in a two-year commercial course.

Industrial: Though the time allowed is insufficient to train skilled workers, the trades building is well equipped and good industrial work is done. The average time per week is 12½ hours. Each pupil is required to do industrial work before graduating. The trades taught are carpentry, which had 22 pupils at the time the school was visited; painting, with 13 pupils; blacksmithing, 18; masonry, 12; and printing, 12.

The courses in sewing and cooking are fairly well taught.

Agriculture: Two teachers and two farm helpers give agricultural instruction. The department has two greenhouses, the necessary farm and garden tools, and 40 acres of land under cultivation. The theory and practice of gardening are well taught, an unusually large proportion of the pupils taking this work. Twelve pupils specializing in agriculture devote 12 and 15 hours a week to the subject.

Financial, 1913-14.—An excellent system of accounting is in operation at the school and the books are carefully kept. The financial management is under the supervision of the State board of control and an annual statement is published by that board. According to the report for the year the more important items were:

Income, excluding noneducational receipts.....	\$46,499
Expenditure, less noneducational receipts.....	48,981
Value of plant.....	216,449

Sources of income: State appropriations, \$35,000 (for salaries, \$20,000; current expenses, \$7,500; repairs, \$7,500); Federal funds, \$10,000; tuition and music fees, \$673; miscellaneous sources, \$826. In addition the State appropriated \$16,000 for land and buildings. The noneducational receipts amounted to \$17,254, of which \$13,094 was from the boarding house and laundry, \$2,083 from sales of uniforms, \$1,397 from medical, athletic, and breakage fees, and \$680 from sale of books.

Items of expenditure: Salaries, \$27,131; repairs and additions to buildings and equipment, \$12,705; groceries and food supplies, \$10,050; heat, light, and water, \$3,164; dormitory furniture and supplies, \$2,338; academic and musical supplies, \$2,066; uniforms for students, \$2,045; industrial and domestic-science supplies, \$1,433; agricultural supplies and feed, \$1,194; text books and maps, \$959; office and traveling expenses, \$786; refund for breakage, \$496; live stock, \$463; athletic supplies, \$448; library; \$391, publication, exercises, and advertising, \$226; medical supplies, \$100; labor, freight, and miscellaneous expenses, less discounts, \$240.

Plant.—Land: Estimated value, \$12,050. The school land comprises 80 acres, with 40 acres under cultivation and about 10 acres used for school campus. The campus is well kept and neat in appearance.

Buildings: Estimated value, \$101,424. There are six large brick buildings and several smaller structures. The buildings are of simple, substantial construction and in good repair. Most of them are only two stories high—a commendable characteristic in view of the tendency to erect high and dangerous buildings. All of the buildings have steam heat, electric light, and sanitary toilet facilities.

Movable equipment: Estimated value, \$102,975. Of this, \$99,396 was in scientific apparatus, farm implements, machinery, and furniture, \$2,186 in live stock, and \$1,393 in library books.

Recommendations.—1. That the course of study be simplified and emphasis placed on secondary subjects adapted to training teachers.

2. That the work in gardening be extended and more students encouraged to specialize in agriculture.

3. That the boarding department and dormitories be administered in close correlation with the work in household arts.

Date of visit: April, 1914. Facts verified, 1916.

MERCER COUNTY.

	White.	Negro.
Population, 1910.....	32,406	5,960
Children 6 to 14 years of age in county.....	6,828	962
Percentage illiterate, 1910.....	7.5	22.7

The rural population is 63 per cent of the total. The colored population is small. Although the public-school facilities for colored people are fairly good, the percentage of illiteracy is high. Of the colored children 6 to 14 years of age, 79.3 per cent were attending school.

BLUEFIELD.

BLUEFIELD COLORED INSTITUTE.

Principal: R. P. Sims.

A secondary school with a few elementary pupils and no industrial work for boys.

The school was founded in 1895 by the State. It is owned and controlled jointly by the State board of regents and the State board of control.

Attendance.—Total, 148; elementary 20, secondary 128; male 48, female 100; boarders, 85. Of those reporting home address, 35 were from Bluefield, 69 from other places in West Virginia, and 42 from other States. There were 41 from farm homes. The reported enrollment for the year was 243.

Teachers and workers.—Total, 12; all colored; male 5, female 7; academic teachers 8, girls' industries 2, other workers 2.

Organization.—Elementary: Elementary work is done in a "preparatory" class.

Secondary: The secondary work is done in the four-year "normal" course. The subjects are English, Latin, German, history, mathematics, elementary science, and the theory of agriculture. The girls have four hours a week of sewing and four of cooking.

Financial, 1913-14.—The financial records are kept in accordance with the requirements of the State board of control. According to the report of the board the more important financial items were:

Income, excluding noneducational receipts.....	\$13,774
Expenditures, less noneducational receipts.....	11,286
Value of plant.....	59,000

Sources of income: State appropriation, \$13,000; tuition and fees, \$611; miscellaneous sources, \$163. The noneducational receipts were from the boarding department and amounted to \$5,556.

Items of expenditure: Salaries, \$7,710; maintenance of boarding department, \$5,503; heat, light, and water, \$1,376; supplies and equipment for academic department, \$943; furniture and scientific apparatus, \$554; domestic-science supplies, \$310; office supplies, \$171; labor, \$59; traveling expenses, \$52; farm and shop supplies, \$40; other expenses, less discounts received, \$124. The unexpended balance at the end of the year amounted to \$2,448.

Plant.—Land: Estimated value, \$10,000. The grounds comprise 8½ acres of land at the base of a high mountain. Because of the poverty of the soil none of it is used for agricultural purposes. The campus is fairly well kept.

Buildings: Estimated value, \$40,000. There are three main buildings and three small cottages on the grounds. Mahood Hall, a two-story brick structure with basement, is the principal building and is used for administration and classrooms; Lewis Hall, a four-story frame structure, containing 70 rooms, is used as the girls' dormitory; West Hall, a two-story frame structure, with capacity for 40, is used as the boys' dormitory. The buildings were in good repair at the time the school was visited. The girls' dormitories were fairly well kept; the boys' rooms were not in satisfactory condition and appeared to lack supervision.

Movable equipment: Estimated value, \$9,000. The movable equipment consists of furniture for classrooms and dormitories.

Recommendations.—1. That the school center its efforts on the training of teachers.

2. That provision be made for theory and practice of gardening and manual training for boys.

3. That supervision of the dormitories be improved.

Date of visit: April, 1915.

XXI. NORTHERN STATES.

Private and higher schools for colored people are located in nine of the Northern and Western States, as follows: Indiana, Illinois, Kansas, Ohio, New Jersey, New York, Pennsylvania, Rhode Island, and Wisconsin. Although the Negroes form a relatively small proportion of the population of these States, they are found in large groups in such cities as Columbus (Ohio), New York, Philadelphia, Chicago, Pittsburgh, Indianapolis, and Cincinnati. The total Negro population in the nine States is 765,150, of whom 300,088 are in the seven cities just named. The increase in the Negro population of the nine States between 1900 and 1910 was 136,108, or 21 per cent.

Public-school facilities.—None of these States maintain separate school systems for Negroes, although in some of the larger cities the two races by common consent attend separate elementary schools. In general the facilities furnished in these schools are the same as those for white pupils. Separate public high schools are found in a number of the cities. State schools are maintained as follows: Kansas 2, Ohio 1, and New Jersey 1. In Pennsylvania one of the private schools is supported in large part by appropriations from the State.

Private schools.—Besides the State schools there are 25 colored private schools in the Northern States. Of these, 7 were considered important enough to discuss in the State summaries which follow and the remaining 18 are described in summaries of small Catholic and small independent schools at the end of the State summaries. The nine orphanages and hospitals and nurse-training schools are discussed in the summary of special institutions at the end of the chapter.

These private schools have a property valuation of \$2,417,549, an annual income of \$178,818, and an attendance of 2,517 pupils, of whom 2,017 are in elementary grades. The State schools have a property valuation of \$862,747, an income of \$158,733, and an attendance of 512.

ILLINOIS.

There are 109,049 colored people in Illinois, of whom 44,103 are in the city of Chicago. The colored population increased 28.2 per cent between 1900 and 1910. Although Illinois has no law governing the separation of races in the public schools, separate high schools are maintained by common consent in the southern portion of the State. Colored high schools are reported at Cairo, Duquoin, East St. Louis, Metropolis, Mound City, and Mounds. In addition about 675 colored pupils are enrolled with white pupils in the various high schools of the State. There are no large private schools. The two Catholic parish schools and the special institutions in Chicago are described in the summaries at the end of the chapter.

INDIANA.

There are 60,320 colored people in Indiana. The colored population increased 4.9 per cent between 1900 and 1910. The State law provides that where the trustees of a township or city maintain separate schools for Negroes the colored school must be as

good as the white school of the district. In Indianapolis separate elementary schools are maintained, but both races attend the high schools. Separate high schools are maintained in Evansville, Madison, Mount Vernon, New Albany, and Princeton. According to the State report there are about 300 colored students in the other high schools. The only private school is the correspondence school of doubtful management located at Princeton. This school is described in the summary of independent schools at the end of the chapter.

KANSAS.

There are 54,030 colored people in Kansas. The colored population increased 3.9 per cent between 1900 and 1910. According to the State law, boards of education in cities of 15,000 population and over may maintain separate elementary schools for Negroes. The only city in the State which may maintain a separate high school is Kansas City. This high school and the two schools receiving considerable State aid are described below.

TOPEKA.

INDUSTRIAL AND EDUCATIONAL INSTITUTE.

Principal: William R. Carter.

A school of elementary and secondary grade with provision for manual training and agricultural instruction.

The school was founded in 1895 as a kindergarten and sewing school by two colored workers. In 1900 the work was placed under a board of trustees and in 1907 the State agricultural and industrial department was created and appropriations made for the erections of buildings. The school is now under the control of the State board of regents appointed by the governor. An independent board of trustees acts in an advisory capacity.

Attendance.—Total, 82; elementary 45, secondary 37; male 33, female 49; all boarders; from Topeka, 10; from other places in Kansas, 39; from other States, 33. The reported enrollment for the year was 105.

Teachers and workers.—Total, 14; all colored; male 10, female 4; academic 4, music 3, agriculture 1, girls' industries 2, boys' industries 2, matron, and librarian.

Organization.—Elementary: Only a few special pupils are admitted below the seventh grade. Most of the elementary pupils are in the two "preparatory" years, which correspond to the seventh and eighth grades.

Secondary: The secondary work is done in the four-year "normal" course. The course includes English, 3 years; Latin, 2; mathematics, 4; elementary science, 3½; history, 2½; sociology, ½; economics, ½; education, ½; philosophy, 1; physiology, ½; and agriculture, 4.

Industrial: Instruction in cooking and sewing is provided for the girls, and tailoring, woodworking, and printing for the boys.

Agriculture: A genuine effort is made to give instruction in agriculture. All pupils below the senior class are required to pursue the full course in market gardening and poultry raising.

Financial, 1912-13.—The finances are under the supervision of the State board of regents and the treasurer makes annual report to that board. According to the treasurer's report for the year the more important items were:

Income, excluding noneducational receipts.....	\$15,830
Expenditures, less noneducational receipts.....	20,433
Value of plant.....	¹ 131,395

Sources of income: State appropriations, \$12,000; tuition and fees, \$1,359; donations, \$1,351; special fund receipts, \$408; miscellaneous, \$712. The noneducational receipts amounted to \$6,630, of which \$4,641 was from the boarding department, \$792 from sales of the industrial department, \$601 from sale of uniforms, and \$596 from the sale of live stock.

Items of expenditure: Salaries, \$8,316; supplies for boarding department, \$3,911; repairs and additions to buildings, \$3,469; equipment, \$3,000; farm supplies and live stock, \$1,200; fuel, \$1,200; light and power, \$1,062; industrial department supplies, \$662; musical department, including pianos and music, \$647; uniforms, \$506; extension work, \$485; student aid, \$400; temporary loan, \$258; carpentry department, \$220; supplies for domestic science and art, \$235; administration, \$131; tailoring department, \$106; printing department supplies, \$87; supplies for academic department, \$75; library expenses, \$67; advertising, \$30; incidental expenses and supplies, \$998.

Plant.—Land: Estimated value, \$21,000. The land comprises 105 acres on an elevation some two miles from Topeka. Of this 80 acres are under cultivation, 15 acres are in pasture, and 10 acres are used for campus. The campus is well kept.

Buildings: Estimated value, \$101,400. There are five well-built stone structures, three cottages, and a stone barn. The girls' dormitory, the boys' dormitory and the boys' industrial buildings are three stories high; the administration and classroom building and the girls' trades buildings are two stories high. The cottages are used for houses of principal and teachers. The school has its own water works. All of the stone for buildings was quarried on the grounds, largely with student labor. The buildings are well constructed and attractive.

Movable equipment: Estimated value: \$8,995. Of this, \$3,450 is in furniture, \$2,445 in farm equipment and live stock, \$1,700 in shop equipment, \$1,000 in library books, and \$400 in scientific apparatus.

Date of visit: April, 1914. Facts verified, 1916.

QUINDARO.

WESTERN UNIVERSITY.

President: H. T. Kealing.

A school of secondary grade with elementary classes. Extensive provision is made for industrial training and music. Attendance is small and the work is hampered by elaborate organization.

The institution was founded during the Civil War by Rev. Eben Blatchley and was operated by the African Methodist Episcopal Church until 1899. In that year

¹ Waterworks and electric light equipment, valued at \$9,500, were added in 1915.

the State established the State Industrial Department, which is under the control of the State board of regents. All but one of the eight buildings are owned by the State. Only one building and 120 acres of the land are owned by the church.

Attendance.—Total, 106; elementary 27, secondary 63, theological 4, special students 12; male 27, female 79; from Kansas, 38; from other States, 68. There were 78 boarders. The reported enrollment for the year was 260.

Teachers and workers.—Total, 26; all colored; male 17, female 9; grades and academic 9, boys' industries 5, girls' industries 2, music 4, agriculture 1, others 5.

Organization.—Elementary: The elementary work is done in the three "subnormal" years, corresponding to the sixth, seventh, and eighth grades.

Secondary: The secondary work is done in the four-year "normal" course. The subjects are: Latin, 3 years; English, 3½; mathematics, 4; elementary science, 4½; history, 1; psychology, ½; agriculture, ½. The course is weak in history and the social sciences and in hygiene. The "theological" course comprises secondary and theological subjects. There were also 12 students of elementary grade who were allowed to specialize in music, industries, and commercial subjects without taking any classwork in the academic department.

Music: A department of music is maintained. The four teachers are well trained. The course includes instruction in piano, violin, band, and vocal music.

Commercial: Several pupils take a special course in stenography and typewriting. Fairly good instruction is provided.

Industrial: Considerable provision is made for industrial training. The teachers are from good schools. The courses offered include carpentry, blacksmithing, printing, teaching, and mechanical drawing. The number of pupils in these courses is small and the time allowance is not sufficient for trade training. Instruction in cooking and sewing is provided for the girls.

Agriculture: One teacher offers classroom courses in animal husbandry and agronomy.

Financial, 1914-15.—The financial management of the school is not centralized. The church funds are handled by the nonresident treasurer; State funds are controlled by the State department of education, and the funds and records of the boarding department are managed by the president. According to the statement of the president the more important items for the year were:

Income, excluding noneducational receipts.....	\$38, 148
Expenditures, less noneducational receipts.....	32, 077
Indebtedness.....	9, 000
Value of plant.....	195,300

Sources of income: State appropriations, \$28,766; tuition and fees, \$5,382; African Methodist Episcopal Church, \$4,000. The noneducational receipts amounted to \$7,983. Of this \$7,473 was from board and \$510 from room rent.

Items of expenditure: Teachers' salaries, \$17,189; supplies for boarding department, \$7,445; supplies for other departments, \$3,176; equipment, \$3,000; power, light, and heat, \$2,000; repairs, \$1,200; printing and advertising, \$50; other expenses, \$6,000.

Indebtedness: The debt was incurred by the erection of a new building and is secured by a mortgage on a part of the school property.

Plant.—Land: Estimated value, \$60,000. The land comprises about 153 acres. Of this about 16 acres are owned by the State and 137 acres by the church. About 100 acres of the land are cultivated on a commercial basis. The campus is well kept.

Buildings: Estimated value, \$114,500. There are eight brick buildings on the grounds. The girls' dormitory is valued at \$30,000. The administration building, the auditorium, and theological building are valued at \$25,000 each. The mechanical building is valued at \$10,000, the domestic-science building at \$8,000, the storeroom and commercial department building at \$7,500, the agricultural laboratory and heating plant building \$6,000, and the laundry and gymnasium building \$3,000. The buildings are well constructed and most of them are in good repair; they lack adequate fire protection, however. All except the theological building were built with State appropriations and are owned by the State.

Movable equipment: Estimated value, \$10,800. Of this \$5,000 was in furniture, \$3,000 in library books and furniture, \$1,200 in shop equipment, \$1,200 in farm equipment and live stock, and \$400 in scientific apparatus.

Recommendations.—1. In view of the complicated administration arising from State and church management, it is recommended that the State purchase the small part of the property owned by the church.

2. That the administration and school organization be simplified.

Date of visit: April, 1914. Facts verified, 1915.

KANSAS CITY.

SUMNER PUBLIC HIGH SCHOOL.

Principal: J. A. Hodge.¹

A public high school offering a four-year secondary course with industrial training.

Attendance.—Total, 253; all secondary; male 93, female 160.

Teachers.—Total, 12; all colored; male 8, female 4.

Organization.—The four-year secondary course includes the usual high-school subjects with liberal provision for industrial training.

Plant.—The plant, estimated value \$70,000, consists of a well-planned brick building and good equipment.

Date of visit: April, 1914.

NEW JERSEY.

There are 87,762 colored people in New Jersey. The colored population increased 28.5 per cent between 1900 and 1910. Separate schools are maintained for colored people by common consent in some of the towns of the southern portion of the State. The State makes liberal appropriations to the school at Bordentown, which is described below. In addition there are two small independent schools in the State. These schools are described in the summary of small independent schools at the end of the chapter.

¹Elected same date of visit.

BORDENTOWN.

THE MANUAL TRAINING INDUSTRIAL SCHOOL FOR COLORED YOUTHS.

Principal: W. R. Valentine.¹

A school of elementary grade with a few secondary pupils. The industrial and agricultural equipment is inadequately used. A new organization is being worked out with a view to better adaptation of the instruction to the needs of the pupils and fuller use of the industrial equipment.

The school was founded in 1886 by Rev. W. A. Rice and is controlled by the State board of education.

Attendance.—Total, 95; elementary 72, secondary 21; male 43, female 52; all boarders. Of those reporting home address 4 were from Bordentown, 74 from other places in New Jersey, and 14 from other States.

Teachers and workers.—Total, 18; all colored; male 10, female 8; grades and academic 7, boys' industries 2, girls' industries 2, agriculture 1, farm workers 3, boarding department and office workers 3.

Organization.—At the beginning of the year 1915-16 the pupils were found to be very loosely classified. After a series of tests the pupils were divided into groups ranging from the second to the ninth grade. These groups are not rigid and the pupils are transferred from one to another as their preparation warrants. The reorganization will be based on the work done by these groups in the year 1915.

Industrial: Students attend academic classes half of the day and devote the other half to industrial work. With the exception of carpentry, the industrial work is of slight educational value.

Instruction in cooking, sewing, and laundry work is provided for girls. The pupils in domestic science prepare the meals for the teachers' dining rooms.

Agriculture: The 100 acres of land are cultivated for the most part by farm hands assisted by the larger boys. Some greenhouse work and gardening are done by the girls.

Financial, 1914-15.—The finances are controlled by the State department of education. Very meager records are kept at the school. As far as could be determined the more important items for the year were:

Income, excluding noneducational receipts.....	\$27,755
Expenditures, less noneducational receipts.....	26,882
Value of plant.....	99,159

Sources of income: State appropriation, \$27,755. The noneducational receipts amounted to \$6,521, of which \$6,239 was from the boarding department and medical fees and \$282 from the farm.

Items of expenditure: Salaries, \$9,259; supplies and sundries, \$8,941; repairs, \$3,636; power, light, and heat, \$2,961; outside labor, \$2,314; student labor, \$1,823; interest, \$721; other purposes, \$3,748.

Plant.—Land: Estimated value, \$11,200. The school owns 225 acres of land, of which about 100 acres are cultivated and about 10 acres used for campus.

¹ Elected in 1915.

Buildings: Estimated value, \$60,123. The buildings include five brick structures, two frame dwellings, and several small frame structures used for shops and other purposes. Three of the brick buildings are two stories high and two are small one-story structures. The rooms were fairly well kept, but some of the buildings were badly in need of repair.

Movable equipment: Estimated value, \$27,836. Of this \$13,246 is in furniture and fixtures, \$6,148 in farm implements and live stock, \$1,554 in shop equipment, and \$6,888 in other equipment.

Recommendations.—1. That the reorganization now in process be encouraged.

2. That a system of accounting suited to the needs of the school be installed.

Date of visit: May, 1915.

NEW YORK.

There are 120,029 colored people in New York, 91,709 of whom are in New York City. The colored population increased 35.2 per cent between 1900 and 1910. No separate public schools are maintained for colored people. Two unimportant independent schools are located at Binghamton and there is one Catholic parish school for Negroes in New York City. These schools are described in the summaries of small schools at the end of the chapter.

OHIO.

There are 109,643 colored people in Ohio. The colored population increased 15 per cent between 1900 and 1910. Although the laws do not mention the separation of the races in public schools, separate schools are maintained by "common consent" in some of the larger cities. In general the facilities in these schools are the same as for white pupils. The State appropriates money to the Combined Normal and Industrial Department of Wilberforce University. One independent school of importance is maintained in Cincinnati. In addition there are two unimportant independent schools and two Catholic parish schools for Negroes in the State. These schools are described in the summary of smaller schools.

XENIA.

WILBERFORCE UNIVERSITY.¹

President: W. S. Scarborough.

A school of secondary and collegiate grade with a theological department. Owing to church politics the institution has been badly managed and its organization is not effective.

The institution traces its history to 1847, when the Ohio Conference of the African Methodist Episcopal Church opened Union Seminary, 12 miles west of Columbus. The present site of Wilberforce University was purchased in 1856 by the Ohio Conference of the Methodist Episcopal Church. The conferences of the Methodist Episcopal and the African Methodist Episcopal churches then formed a corporation and appointed a board of trustees for the new institution. Both schools were closed by the war. In 1863 Bishop Payne, of the African Methodist Episcopal Church, purchased the Wilber-

¹ Wilberforce University consists of three institutions, Wilberforce University, Payne Theological Seminary, and the Combined Normal and Industrial Department, each having its own board of trustees. The "C. N. and I." receives its support from the State of Ohio and is so nearly an independent organization that it is described separately.

force property; the Union Seminary property was sold and the two schools combined. In 1870 an appropriation of \$26,000 was made to the institution by the United States Congress and legacies were bequeathed by Chief Justice Chase and the Avery estate. The institution is managed by a large, unwieldy board of trustees elected by the church conference. The number of trustees could not be ascertained from the officers of the school. In 1889 the Ohio Legislature passed a law establishing the "Combined Normal and Industrial Department." This department is practically a separate institution. Payne Theological Seminary was founded in 1891 with a separate board of directors.

Attendance.—Total, 193; elementary 13, secondary 85, college 65, theological 30; male 116, female 77. Practically all of the students board at the school.

Teachers and workers.—Total, 19; all colored; male 16, female 3; academic 9, theological 4, executive 3, others 3.

Organization.—The pupils of the preparatory and collegiate departments of the university are not required to take industrial courses in the "C. N. and I." department, and those electing such courses receive no credit for these electives toward graduation in the university proper.

Elementary: Classes in elementary subjects are provided for the few pupils not prepared for the secondary classes.

Secondary: The secondary course covers four years. The following subjects are taken by all: English, Latin, elementary sciences, mathematics, and history. The electives include Latin, French, German, Greek, history, mathematics, chemistry, and physics.

College: The college subjects and attendance on the day of visit were: Mathematics, 28 students; English, 24; Latin, 30; Greek, 17; German, 8; French, 17; Spanish, 4; biology, 12; chemistry, 8; physics, 18; history, 12; philosophy, 16. Other subjects elected by a few pupils are school law, methods, practice teaching, biology, chemistry, and physics. It is apparent that languages and mathematics receive greater emphasis than the other courses. The ages and previous preparation reported by some of the pupils indicate that the entrance requirements are not strictly enforced.

Payne Theological Seminary: While the theological seminary has a separate board of directors, it is supported by the African Methodist Episcopal Church and its management is closely related to that of the university. It offers two three-year courses in theological subjects. The "regular" course includes the usual theological subjects, with Greek and Hebrew. The "English" course omits the languages.

Discipline: The girls' dormitory is carefully supervised, but the dormitories for young men, both in the theological and academic departments, are not looked after satisfactorily.

Financial, 1913-14.—For many years the financial management has been uncertain and the bookkeeping system imperfect. At the time the school was visited a movement was under way to centralize the management and install an adequate system of accounting. The more important items, exclusive of the boarding department, which is conducted privately, were as follows:

Income.....	\$28,314
Expenditures.....	27,760
Indebtedness.....	32,988
Value of property.....	157,037

Sources of income: Church conferences, \$9,764; tuition and fees, \$6,530; State appropriation, \$3,500; general donations, \$1,954; other sources, \$6,566.

Items of expenditure: Salaries, \$10,872; repairs, \$2,084; supplies and sundries, \$1,775; equipment, \$1,222; power, light, and heat, \$1,425; interest on debt, \$1,141; student labor, \$880; outside labor, \$581; other purposes, \$7,780.

Indebtedness: Of the indebtedness, \$25,790 was in notes payable, \$4,228 in current bills, and \$2,970 in back salaries due teachers.

School property: The property consists of \$125,900 in school plant and \$31,137 in endowment.

Plant.—Land: Estimated value, \$14,500. Most of the land is used for school campus.

Buildings: Estimated value, \$97,200. There are four large brick buildings and one frame structure. Emery Hall, the girls' dormitory, is a three-story building in good repair. The rooms are clean and well kept. Shorter Hall, the boys' dormitory, is a four-story building badly in need of repair; the rooms were dirty and seemed to be without supervision. The theological building is a large two-story residence used for classes and dormitories. The Carnegie Library is a neat brick building.

Movable equipment: Estimated value, \$14,200. Of this, \$11,450 is in classroom and dormitory furniture, \$2,050 in library books, and \$700 in scientific apparatus.

Recommendations.—1. That the administration be freed from the influence of church politics.

2. That the pupils be encouraged to take advantage of courses offered by the C. N. and I. Department and full credit be given these courses toward graduation.

3. That emphasis on languages and mathematics be not allowed to limit instruction in social and physical sciences and teacher training.

4. That the theological course include a study of sanitation and urban and rural conditions.

5. That a trained bookkeeper be employed, a system of accounting suited to the needs of the school installed, and the books audited annually by an accredited accountant.

6. That the present unwieldy board of trustees of Wilberforce University be replaced by a small, active, and effective board. The control would be simplified if both the university and Payne Theological Seminary were under one board.

Dates of visits: April, 1915; October, 1915.

COMBINED NORMAL AND INDUSTRIAL DEPARTMENT.¹

Superintendent: W. A. Joiner.

A school of secondary grade, providing teacher training of collegiate grade and industrial courses. The institution is well equipped and the management is progressive.

The institution was established in 1889 at Wilberforce University by the Ohio Legislature. In 1896 the General Assembly of the State voted a permanent tax levy for the support of the work. The institution is controlled by a board of nine trustees, five of whom are appointed by the governor of the State and four by the university trustees.

¹ Wilberforce University is described separately. See note on p 683.

Attendance.—Total,¹ 231; secondary 191, college 40; male 80, female 151. All pupils except those in the teacher-training course are of secondary grade. Practically all board at the school.

Teachers and workers.—Total, 29; all colored; male 17, female 12; teacher training 6, boys' industries 7, girls' industries 4, commercial 2, matrons 3, executive 2, others 5.

Organization.—Some of the pupils take studies at the university. The seventh and eighth grades, which enroll a few pupils, are used as a practice school. All the regular pupils are required to devote 5 hours a week to a vocational subject.

Teacher training: The two courses offered are the "normal preparatory," and the "normal teachers' course." The "normal preparatory," enrolling 56 pupils in 1915-16, is a four-years' course of secondary subjects. It differs from the college preparatory course of the university in the omission of a part of the foreign language work and the inclusion of manual training. No teacher training is included. The "normal teachers' course," enrolling 40 pupils, covers two years of study and is open to pupils who have completed two years of the "normal preparatory" subjects. A brief period is spent in observation and practice teaching. Some pupils specialize in the teaching of industrial subjects.

Commercial: The commercial course includes two years of study and practice in business methods. The work is well done. About 30 pupils were enrolled.

Industrial: The equipment and teaching force for the industrial courses are ample. A small number of boys receive manual training in carpentry, printing, plumbing, shoe-making, and engineering. Some instruction in agriculture is provided.

The industrial course for girls includes sewing, cooking, millinery, and nurse training.

Financial, 1913-14.—The accounts of the Combined Normal and Industrial Departments are directly under the supervision of the State authorities. The more important items for the year, excluding the boarding department, which is conducted privately, were as follows:

Income, excluding noneducational receipts.....	\$77,000
Expenditures, less noneducational receipts.....	76,157
Value of plant.....	436,893

Sources of income: The entire income is from State appropriation. Special appropriations included \$15,000 for equipment, \$2,500 for machinery, and \$2,000 for buildings. The noneducational receipts were from the shops and amounted to \$1,312.

Items of expenditure: Salaries, \$33,000; equipment and machinery, \$17,529; material and supplies, \$6,709; power, light, and heat, \$5,972; labor, \$5,480; other purposes, \$8,779.

Plant—Land: Estimated value, \$22,500. The campus comprises 35 acres of land and the farm 96 acres. The campus is well kept. Most of the farm is used for practical instruction in agriculture.

Buildings: Estimated value, \$351,968. There are eight large brick buildings and several teachers' cottages. Most of the buildings are comparatively new. They are in good repair and well kept throughout. Three of the buildings are dormitories, one

¹ Eight other university students taking courses in the "Department" are not included.

is the general trades building, one is used for carpentry and printing, and one for the laundry. The power plant has conduits to the various buildings and the armory is used for gymnasium and other purposes.

Movable equipment: Estimated value, \$62,425. Of this, \$31,460 is in furniture, \$25,265 in shop tools and machinery, \$4,200 in farm equipment and live stock, and \$1,500 in library books.

Recommendations.—1. That the administration of this institution be separated from that of Wilberforce University, the appointment of its trustees by the university board discontinued, and the power of appointment vested in the Ohio State department of public instruction.

2. That a plan for exchanging courses between the two institutions be determined upon by a committee of Ohio State University professors in cooperation with representatives of the two institutions.

3. That the courses be rearranged with a view to making larger educational use of the shops and farm.

Dates of visits: April, 1915; October, 1915.

CINCINNATI.

THE COLORED INDUSTRIAL SCHOOL OF CINCINNATI.

Superintendent: W. L. Ricks.

An industrial school doing very little academic work. Admission is limited to colored people of Cincinnati, Ohio. The school was founded in 1914 by the will of Mrs. S. J. McCall, who left a part of her estate to the Colored Industrial School Corporation. Its management is vested in a board of trustees, prominent white citizens of Cincinnati.

Attendance.—Total, 85.

Teachers.—Total, 8; all colored; male 5, female 3; boys' industries 3, girls' industries 3, others 2.

Organization.—The only instruction in regular grade studies is that provided for pupils below the sixth grade. Instruction is offered in brick masonry, carpentry, automobile repairing, cooking, sewing, and millinery.

Financial, 1913-14.—The income amounted to approximately \$9,250, all from endowment. Of this, \$6,000 was spent for salaries, legal services and other purposes. There was a cash balance of \$17,397 from the previous year, available for the expenses of the school.

Property: Estimated value, \$400,000. A large part of the property is in valuable real estate and stocks, which, in accordance with the will of Mrs. McCall, will constitute a permanent endowment for the maintenance of the school. The plant consists of a large four-story building and a large city lot. Plans were being made to purchase the necessary industrial equipment. Ample funds are available for this purpose.

Recommendations.—1. That duplication of the work of the public schools be avoided.

2. That industrial training be provided for men and women already employed.

3. That neighborhood contact of social settlement character be developed.

Date of visit: April, 1915.

PENNSYLVANIA.

There are 190,738 colored people in Pennsylvania. Between 1900 and 1910 the colored population increased 23.6 per cent. Although the State law does not mention the separation of the races in public schools, some separate elementary schools are maintained in Philadelphia by common consent. There is also a separate high school at Carlisle. The State appropriates \$10,000 a year to the Downingtown Industrial and Agricultural School, but the work of the institution has not proved satisfactory. The other large schools of the State are maintained by the Presbyterians at Lincoln and by the Friends at Cheyney. The former is a school of secondary and college grade and the latter a teacher-training school. The small independent schools in Pittsburgh and the three Catholic parish schools for colored children are of minor educational importance. These schools, together with the Jumonville enterprise are described in the summaries of small schools at the end of the chapter.

PITTSBURGH.

AVERY COLLEGE TRAINING SCHOOL.

Superintendent: J. D. Mahoney.

A liberally endowed institution with 18 pupils. The endowment and plant are very ineffectively used. The school was founded in 1849 by Charles Avery of Philadelphia, who donated the plant and at his death left property from which the endowment of \$80,000 was realized. It is owned by a board of trustees of white and colored men of Pittsburgh. The pupils were in elementary grades. A few of the girls do a little sewing. Of the five colored teachers reported only one was present on day of visit. The superintendent spends much of his time away from the school.

Financial, 1913-14.—As far as could be determined the income amounted to approximately \$6,000, practically all of which was from endowment. No statement of expenditures could be obtained, but it was reported that the entire income was used for paying salaries and running the school.

Property: Estimated value, \$180,000. Of this, \$100,000 is in the plant and \$80,000 in endowment. The plant consists of a city lot, a large brick building, and equipment valued at \$2,000. The plant is poorly located for work among colored people.

Recommendation.—That the management be strengthened and plans made to use the endowment more effectively.

Date of visit: April, 1915.

DOWNINGTOWN.

DOWNINGTOWN INDUSTRIAL AND AGRICULTURAL SCHOOL.

Principal: William A. Creditt.

A school of elementary grade with a few pupils in secondary subjects. Some industrial training is provided. The educational activities are not commensurate with the income and plant.

The school was founded in 1905 by John S. Trower and William A. Creditt. The property was paid for by John S. Trower. While title is now vested in the school, his heirs hold a mortgage on the property for practically the entire purchase price.

Attendance.—Total, 86; elementary 69, secondary 17.

Teachers and workers.—Total, 17; all colored; male 10, female 7.

Organization.—The arrangement of classes indicates lack of system and a disregard of educational methods. There are three "primary" classes and four classes known as "first," "second," "junior," and "senior." Limited instruction is given in sewing, cooking, woodworking, commercial subjects, and farming. Night classes are provided for pupils working all day.

Financial, 1913-14.—Since the institution receives State aid the financial and business management receives some supervision from State authorities. The more important items for the year were:

Income, excluding noneducational receipts.....	\$14, 158
Expenditures, less noneducational receipts.....	14, 916
Indebtedness.....	33, 141
Value of plant.....	62, 100

Sources of income: State appropriation, \$10,000; general donations, \$2,666; music fees, \$892; loan to school, \$600. The noneducational receipts amounted to \$9,082, of which \$8,686 was from the boarding department, and \$396 from sale of books.

Items of expenditure: Supplies for boarding department, \$4,583; salaries, \$4,345; agricultural supplies, \$2,188; repairs, \$2,097; outside labor, \$1,546; power, light, and heat, \$1,508; interest, \$1,175; furniture for boarding department, \$1,151; educational supplies and sundries, \$1,085; hardware and agricultural equipment, \$978; advertising and soliciting, \$618; other expenses, \$2,724.

Indebtedness: Of the indebtedness \$29,680 was in mortgages on the plant and \$3,461 in accounts payable for equipment and supplies.

Plant.—Land: Estimated value, \$8,250. The land comprises 110 acres, of which about 100 acres are cultivated as the school farm and 10 acres used for campus.

Buildings: Estimated value, \$44,850. There are two large stone buildings used for dormitories, administration and classrooms; two small stone buildings; two small frame buildings used for shops and other purposes, and a stone barn. The boys' dormitory was poorly kept, but the other buildings were in fairly good condition.

Movable equipment: Estimated value, \$9,000. Of this \$6,500 is in shop and farm equipment, and \$2,500 in dormitory and classroom equipment.

Recommendation.—In view of the large indebtedness on the property and the inefficient management it can not be recommended as worthy of aid.

Date of visit: May, 1915.

LINCOLN UNIVERSITY.

LINCOLN UNIVERSITY.

President: John B. Rendall.¹

A school of college and secondary grade with a theological department. The emphasis of the courses is largely classical and literary. The school is located in a rural community not far from Philadelphia.

¹ White.

The institution was founded by the Rev. John Miller Dickey a Presbyterian minister of Oxford, Pa. Its first charter was granted in 1854 under the title of Ashmun Institute. The school was opened in 1857. In 1866 the charter was amended and the present name adopted. A self-perpetuating board of trustees is in control. The trustees are all white men and a majority are prominent ministers in the Presbyterian Church. The theological seminary has been placed under the control of the Presbyterian General Assembly.

Attendance.—Total, 216; secondary and college 162, theological 54. All board at the school. The geographical distribution of the larger groups of students is as follows: Georgia 26, Pennsylvania 25, Virginia 25, West Indies 23, North Carolina 22, South Carolina 19, Maryland 16, New Jersey 12. The remaining students come from 14 States and 3 foreign countries.

Teachers.—Total, 14; white 12, colored 2; all male; college 8, theological 6.

Organization.—Secondary: The pupils of secondary grade comprise those as yet "unclassified" owing to inadequate preparation for college work, and "theological" students who have not completed a high school course.

College: The distribution of students according to subjects in the four-year course was as follows: Bible 118, English 104, Latin 96, Greek 69, mathematics 69, physics 49, history 45, German 41, geology 37, psychology and philosophy 34, chemistry 28, biology 23, Spanish 13, teaching methods 11, hygiene and sanitation 6, and practice teaching 2. Logic and ethics are offered in alternate years in interchange with psychology and philosophy.

The number of years in school reported by the students indicates that a higher qualification was required of the members of the present Freshman class than that required of those previously admitted. Some of the members of the upper classes seemed to have been admitted, in former years, without adequate preparation. The catalogue still indicates recognition of some schools that do not give the full high-school course.

Theological: The theological department offers a "regular" and an "English" course, both covering three years. The "regular" course is open to college graduates and to those whose preparation is sufficient to enable them to pursue the full course. The subjects are: Biblical archaeology, theology, sacred geography, ecclesiastical Latin, English Bible, Hebrew, Aramaic, exegesis, homiletics, church history, apologetics, and church government. The English or "partial" course is for pupils who are not prepared to study the languages.

Financial, 1913-14.—The books are kept on a simple cash basis and a clear analysis of the accounts can not be obtained without considerable difficulty. As far as could be determined the more important items for the year were:

Income, excluding noneducational receipts.....	\$48,063
Expenditures, less noneducational receipts.....	42,238
Value of property.....	1,041,412

Sources of income: Endowment funds, \$31,993; donations and legacies, \$11,176; tuition and fees, \$2,394; Presbyterian Board of Education, \$2,500. The noneducational receipts were from the boarding department and amounted to \$4,000.

Items of expenditure: Salaries, \$17,414; maintenance of boarding department, \$12,462; repairs and improvements, \$6,474; power, light, and heat, \$5,988; advertising and soliciting, \$1,991; supplies and sundries, \$1,826; other expenses, \$83. The balance of \$5,825 was applied to the endowment and building funds.

School property: The property consists of \$707,062 in endowment funds and \$334,350 in plant.

Plant.—Land: Estimated value, \$27,800. The school owns 132 acres of land, of which about 50 acres are cultivated. The campus is shaded with many large trees.

Buildings: Estimated value, \$283,250. There are on the campus nine substantial brick buildings, a central heating and lighting plant, and 10 residences for professors. The buildings are in fairly good repair.

Movable equipment: Estimated value, \$23,300. Of this \$8,000 is in library books and fixtures, \$7,000 in furniture, \$6,500 in scientific apparatus, and \$1,800 in farm implements and live stock.

Recommendations.—1. That in view of the isolation of the institution from contact with the colored population of the country, the teachers become better acquainted with the actual conditions and needs of the people by frequent visits to colored schools in the South.

2. That in the effort to raise the standards of admission to college special care be exercised that there shall be no neglect of secondary subjects.

3. That the time given to foreign languages be not allowed to limit the time for courses in economics, sociology, teacher-training, hygiene, and sanitation.

4. That rural economics, including theory and practice of gardening, be made a part of the regular course for college and theological students.¹

5. That the dormitory and dining room be so supervised as to develop sound ideas of home life.

Date of visit: May, 1915.

CHEYNEY.

CHEYNEY TRAINING SCHOOL FOR TEACHERS.

Principal: Leslie P. Hill.

A school of secondary grade offering well-planned courses in teacher training, household arts, and manual training. Because of limited dormitory facilities the attendance is small.

The school was founded and endowed by the Friends of Pennsylvania in 1837. The first \$10,000 was given by Richard Humphreys to found an institution "having for its object the benevolent design of instructing descendants of the African race in school learning, in the various branches of the mechanic arts and trades and in agriculture, in order to prepare, fit, and qualify them to act as teachers." In 1851 it was moved to Philadelphia, where it was an academic day school. On the advice of Hugh M. Browne, the former principal, the institution was moved in 1902 to its present location, in a rural section, and a new policy adopted. The trustees are capable persons of the Society of Friends.

¹ See recommendations in summary chapter, p. 22

Attendance.—Total, 87; all secondary; male 22, female 65. Twenty-two of the pupils were from Pennsylvania.

Teachers and workers.—Total, 14; colored 13, white 1; male 5, female 9; academic 4, household arts 4, manual training 2, agriculture 1, others 3. The teachers are well trained.

Organization.—The pupils are in two groups—"preparatory" and "normal." Those in the preparatory classes are completing the two years of high-school work necessary to enter the normal department. The subjects include English, algebra, history, civics, physiology, nature study, and some industrial training.

In the normal classes the pupils specialize in household arts, manual training, or teacher training for elementary schools. The special courses are well planned and provide practice in the subjects selected. All courses include civics, teaching methods, gymnastics, and singing. A course in agriculture is being developed, but as yet it is largely classroom study with some laboratory work.

Extension: The summer school has attracted teachers from many Southern States. Effort has been made to carry on neighborhood work among the colored people of West Chester, a town 5 miles away.

Financial, 1912-13.—The financial records are well kept. The more important items for the year were:

Income, excluding noneducational receipts.....	\$23, 438
Expenditures, less noneducational receipts.....	22, 525
Value of property.....	275, 000

Sources of income: Endowment fund principal used for current expenses, \$7,231; income from endowment, \$7,151; donations and subscriptions, \$4,174; summer-school donations, \$1,790; State appropriations, \$3,092. The noneducational receipts were from the boarding department and amounted to \$4,836.

Items of expenditure: "Salaries, household labor, supplies, and current expenses," \$22,564; heat and light, \$1,714; maintenance of farm, \$1,660; repairs and additions, \$739; equipment, \$650; other expenses, \$34.

Property: Of the school property \$175,000 is in endowment and \$100,000 in the school plant.

Plant.—Land: Estimated value, \$11,000. The school owns 116 acres of land, of which about 60 acres are used for the school farm. The campus is clean and well kept.

Buildings: Estimated value, \$80,000. Most of the buildings are well-built stone structures. The administration building, girls' dormitory, industrial building, and the Carnegie Library are the main buildings. In addition there are three cottages, a farmhouse, barn, poultry house, and dairy. The buildings are in good repair and the rooms are well kept.

Movable equipment: Estimated value, \$9,000. A large part of the equipment consists of farm and shop tools. The chemical and physical laboratory is fairly well equipped.

Recommendations.—1. That the school be encouraged in the plan to make larger provision for teacher training,¹ courses in household arts, manual training, and gardening.²

¹ Since date of visit the Shelter for Colored Orphans has been moved to Cheyney and is used as a model practice school for the teacher-training class.

² See recommendations in summary chapter, p. 22.

2. That theory and practice of gardening be made an important part of the regular course.¹

3. That the policy of using the principal of endowment funds for current expenses be abandoned.

Dates of visits: December, 1914; May, 1915.

PHILADELPHIA.

BEREAN MANUAL TRAINING SCHOOL.

Principal: Matthew Anderson.

An industrial night school maintained in close connection with the Berean Presbyterian Church, of which the principal is pastor. A shirtwaist-making department with 11 electric power machines furnishes employment, as well as instruction, to a class of young women throughout the day.

The school was founded in 1899 by Dr. Anderson, the principal, whose work and influence in Philadelphia have been noteworthy. It is owned by a private board of management composed of white and colored men. For a number of years the school received an appropriation of \$7,500 from the State, but it is now supported largely by private contributions.

Attendance.—Total, 128; night school, 114; shirtwaist-making class, 14. The reported enrollment for the year was 150.

Teachers and workers.—Total, 14; white 6, colored 8; teachers 11, other workers 3. The teachers give two or three evenings a week to the school and are otherwise employed during the day. The other workers are the principal, a "general assistant," and the principal's secretary.

Organization.—The courses offered and the number of pupils in each were as follows: Dressmaking and millinery, 38; shirtwaist-making class, 14; commercial course, 6; English or academic, 4; plumbing, 3; carpentry, 2; upholstery, 2; printing, 1. Fairly good work is done in dressmaking, millinery, and in the commercial course.

Financial, 1913-14.—According to the printed financial statement the more important items were:

Income.....	\$9,757
Expenditures.....	13,828
Indebtedness.....	20,000
Value of plant.....	58,000

Sources of income: Contributions, \$6,125; tuition, \$2,067; loans, \$948; rents, \$414; entertainments, \$153; other sources, \$50.

Items of expenditure: Salaries, \$5,456; light, fuel, and power, \$1,372; payment on loans, \$1,148; groceries, meats, and provisions, \$1,135; office expenses and telephone, \$1,048; school supplies, \$969; rents, \$900; interest, \$750; janitor and dormitory service, \$387; repairs and construction, \$210; advertising and printing, \$170; taxes and water rent, \$141; laundry, \$77; insurance, \$55; equipment, \$9.

¹ See recommendations in summary chapter, p. 22.

Indebtedness: The indebtedness of \$20,000 was incurred through loans for building and other purposes and is secured by a mortgage on all the property of the school.

Plant.—**Land:** Estimated value, \$10,000. The land comprises about one-fifth of a city block.

Buildings: Estimated value, \$40,000. The school owns three large brick residences and a four-story brick building in which the industrial classes are held. One of the residence buildings is rented out.

Movable equipment: Estimated value, \$8,000. A large part of the equipment consists of machines for shirtwaist making and for woodworking.

Recommendation.—In view of the small attendance, the indebtedness on the plant, and the inadequate income for current expenses, it is recommended that effort be made to have the pupils take advantage of the facilities offered by the public schools and thus leave the institution free to select other lines of influence more needed in the city.

Dates of visits: December, 1914; May, 1915; June, 1916.

RHODE ISLAND.

There are 9,529 colored people in Rhode Island. They have access to the same public schools as white pupils. The Watchman Industrial School, maintained at Providence, is of doubtful management and of no educational value. This school is described in the summary of small independent schools.

WISCONSIN.

There are 2,900 colored people in Wisconsin. They have access to the same public schools as white pupils. The small Catholic parish school in Milwaukee is listed in the summary of Catholic parish schools.

CATHOLIC PARISH SCHOOLS.

There are nine Catholic schools in Northern States. Of these two are in Illinois, three in Pennsylvania, and one each in New York, Ohio, and Wisconsin. The schools in New York, Chicago, and Philadelphia, are large parish schools taught in connection with convents. The religious interest is strong in all of these schools. The principal facts reported concerning them are as follows:

State.	City.	School.	Attendance.	Teachers.	Income.
Illinois.	Chicago.	St. Monica's School.	262	6	\$1,300
Illinois.	Prairie du Rocher.	Parish School.	10	1	1,000
New York.	New York.	St. Mark's School.	400	4	1,000
Ohio.	Columbus.	St. Cyprian's School.	110	5	2,294
Ohio.	Cincinnati.	Mother Drexel's School.	120	5	2,000
Pennsylvania.	Carlisle.	St. Katherine's Hall.	60	3	1,000
Pennsylvania.	Philadelphia.	Our Lady of the Blessed Sacrament.	148	4	1,000
Pennsylvania.	Philadelphia.	St. Peter Claver's School.	213	7	2,000
Wisconsin.	Milwaukee.	St. Benedict the Moors' School.	64	3	3,500

INDEPENDENT SCHOOLS.

Besides the important schools described in the foregoing States there are nine small independent schools or school ventures in Northern States. These schools are of slight educational value to their communities. They are described as follows:

INDIANA—VINCENNES.

THE PRINCETON NORMAL AND INDUSTRIAL UNIVERSITY.

President: H. F. Smith.

A correspondence school offering impossible courses. The catalogue and literature outline 50 courses with varying fees, some of which are as follows: "Progressive theology," \$25; "chiropody," \$60; "Ph. D. course," \$30; "Ph. D. Greek and Hebrew," \$25; "Law," \$90; "drawing," \$20; "agriculture," \$20. There is only one teacher. All the work is done by mail.

Financial, 1913-14.—The principal stated that the income was about \$1,200, derived from tuition paid by correspondence pupils.

Plant.—Estimated value, \$5,000. The plant consists of about 5 acres of land, a two-story brick building, and fairly good office furniture.

Date of visit: April, 1915.

NEW JERSEY—NEW BRUNSWICK.

THE RICE INDUSTRIAL AND LITERARY INSTITUTE.

Superintendent: Mrs. Ella M. Rice.

A small elementary school with practically all of its pupils boarding. The school was founded as a private enterprise by the husband of the superintendent, who now owns and controls the institution.

Attendance.—Total, 46; all elementary.

Teachers and workers.—Total, 4; all colored; male 2, female 2. In addition there were six part-time teachers, some of whom are students in Rutgers College.

Organization.—The eight grades are well taught. Instruction in sewing is provided for the girls.

Financial, 1913-14.—As far as could be determined the income amounted to approximately \$2,500, of which \$1,500 was from tuition and net proceeds from the boarding department and \$1,000 from donations, entertainments, and other sources. Of the income about \$2,000 was expended for salaries and \$500 for other purposes.

Plant.—Estimated value, \$9,000, of which \$1,000 is in land, \$7,000 in buildings, and \$1,000 in furniture and domestic-science equipment. The land comprises four city lots. There are two frame buildings in fairly good repair and neatly kept.

Recommendation.—As a school with local support, it does not need to ask outside aid.

Date of visit: May, 1915.

NEW JERSEY—KENILWORTH.

ALPHA INDUSTRIAL INSTITUTE.

Principal: Page M. Beverly.

A small elementary school with a few ministers taking night courses. It was founded in 1910 through the gift of the property by a resident of New York City. Title appears to be held by a board of 11 New Jersey ministers who control the institution.

Attendance.—Total, 17; all in lower elementary grades. In addition 16 ministers take irregular night courses. The grades are taught by a woman teacher, who gives all of her time to the school. Two ministers teach night classes on a part-time basis.

Financial, 1913-14.—The income amounted to \$752, of which \$507 was from church collections, \$150 from donations, and \$95 from tuition. All of the income was expended for salaries and running expenses. The plant, estimated value \$2,000, consists of a large town lot, an eight-room frame building, and equipment valued at \$350.

Recommendation.—There seems to be but little need for this school.

Date of visit: May, 1915.

NEW YORK—BINGHAMTON.

THE PARLOR CITY INDUSTRIAL SCHOOL.

Principal: J. C. Roberts.

A commercial enterprise of doubtful management, practically owned by the principal. It is nominally owned by an incorporated board of trustees. Two workers are employed and from one to four boys at a time are given instruction in repairing furniture. The income, amounting to approximately \$1,800, was said to come entirely from the work done in the shops.

Date of visit: November, 1914.

THE BINGHAMTON NORMAL INDUSTRIAL AND AGRICULTURAL INSTITUTE.

Principal: F. C. Hazel.

A small elementary school with a few boarding pupils. It is located on a farm $2\frac{1}{2}$ miles from Binghamton. The school was founded by the principal and is owned by an incorporated board of trustees.

Attendance.—Total, 19; all elementary. Some instruction is given in carpentry, upholstery, dress-making, and cooking. A few of the pupils assist in the farm work.

Teachers.—Total, 3; all colored; male 1, female 2. They are well trained.

Financial, 1913-14.—The income amounted to approximately \$1,900, of which \$1,100 was from cash donations and \$800 from other sources. Practically all of the income was expended for salaries and expenses. In addition about \$600 was received and expended in the boarding department.

Plant.—Estimated value, \$8,000. The plant consists of 105 acres of land about 2 miles from Binghamton, an old residence building, several small outbuildings, some movable equipment, and live stock valued at \$1,200.

Recommendation.—In view of the good public-school facilities in the State there seems to be little need for this school.

Date of visit: November, 1914.

OHIO—URBANA.

CURRY NORMAL AND INDUSTRIAL INSTITUTE.

President: E. W. B. Curry.

A school of elementary and secondary grade with 19 pupils and 4 colored women teachers. The president does not teach. The pupils have a little instruction in cooking and sewing.

Financial, 1913-14.—As far as could be determined the income amounted to approximately \$7,000, of which about \$6,000 was from donations and \$1,000 from tuition and other sources. No statement of expenditures could be obtained.

Plant.—Land: Estimated value, \$25,000. The land consists of eight city lots where the school is located and 18 acres a mile from town. The present building is a two-story brick residence in need of repair. A new brick building in course of erection on the 18-acre tract is to be the future location. The equipment is valued at \$1,000.

Recommendation.—In view of the ample public and private schools for colored people in Ohio and neighboring States there seems to be little need for this institution.

Date of visit: April, 1915.

. OHIO—COLUMBUS.

LINCOLN-OHIO INDUSTRIAL TRAINING SCHOOL FOR COLORED YOUTH.

President: P. W. Chavers.

A commercial enterprise with a few young women learning to make articles for the market. These articles include caps, aprons, and uniforms for barbers and butchers. No academic work is done. There are no organized classes or courses of study for the trades claimed. The enterprise was started in 1909 by the president, who solicits funds on the claim that it is an educational institution.

Date of visit: April, 1915.

PENNSYLVANIA—JUMONVILLE.

DUNBAR CAMP AGRICULTURAL, INDUSTRIAL, AND MECHANICAL SCHOOL.

Solicitor: G. W. Kinkaid.

No such school exists, but the solicitor, who claims to be the founder, has conducted an extensive advertising campaign. The visit to Jumonville in July, 1915, disclosed the fact that the property claimed does not belong to him. At one time a purchase of the school for orphan children of soldiers and sailors was considered. The president used the photographs of these buildings and grounds as those of his "school." Among his claims are "good foundation for departments of agriculture, live-stock raising, dressmaking, millinery, and other departments." The amount of money that has been raised in the name of the school could not be ascertained. A few years ago the State legislature made an appropriation of \$10,000 on condition that an equal sum be raised by the school. While much money was raised the conditions were not fully met and the appropriation never became available.

Recommendation.—That all donations be withheld.

Date of visit: July, 1915.

RHODE ISLAND—PROVIDENCE.

WATCHMAN INDUSTRIAL SCHOOL.

Principal: W. S. Holland.

A small elementary school of very doubtful management. The industrial work is negligible. The school was founded in 1908 by the principal and has a nominal board of trustees. Though claims of an enrollment as high as 180 have been made, very few pupils attend. Eight workers are reported.

Financial, 1913-14.—The income reported by the principal amounted to \$2,992, of which \$1,980 was from donations, \$147 from tuition, and \$865 from other sources. Of the income, \$1,260 was expended for salaries, \$393 for light and fuel, \$163 for interest, and \$1,176 for other purposes.

Indebtedness: The indebtedness amounted to \$8,500, of which \$3,000 was secured by mortgage on the property, \$3,000 was amount due for work on building, and \$2,500 was in miscellaneous bills for supplies and sundries.

Plant.—Estimated value, \$10,000. Of this \$1,500 is in land, \$7,000 in buildings, and \$1,500 in furniture and other equipment. The land is a city lot 60 x 80, almost entirely covered by the buildings. The main building is a four-story frame structure, the other a poorly-built two-story brick structure.

Recommendation.—In view of the condition and management of this school, it can not be recommended as worthy of aid.

Date of visit: May, 1915.

SPECIAL INSTITUTIONS.

Besides the schools described above there are nine special institutions in Northern States. These institutions include two reform schools and a nurse-training school in Chicago, Ill.; two orphanages and a nurse-training school in New York City; two small schools doing social settlement work, and a nurse-training school in Philadelphia.

ILLINOIS—CHICAGO.

AMANDA SMITH INDUSTRIAL SCHOOL FOR GIRLS.

Superintendent: Mrs. E. Austin.

An institution receiving delinquents and orphans from the courts. An elementary school is maintained. The institution was founded in 1899 by Mrs. Amanda Smith, evangelist, who gave her property for the work. The 41 girls are taught by three regular workers and three volunteers. The eight elementary grades are well taught. Good work in sewing is done. There were 12 children under school age in the school. The institution is supported by an allowance of \$15 per month for the care of each child and by donations. The plant, estimated value \$25,000, consists of 16 city lots, a brick building, a frame building, and equipment valued at \$500.

Date of visit: April, 1915.

THE LOUISE TRAINING SCHOOL FOR COLORED BOYS.

Superintendent: Mrs. E. McDonald.

A school receiving juvenile delinquents and orphans from the courts. The 43 boys board at the superintendent's house and receive elementary instruction. The school is maintained by an allowance from the court of \$10 per month for each child committed to the institution.

Date of visit: April, 1915.

PROVIDENT HOSPITAL AND NURSE TRAINING SCHOOL.

Superintendent: Miss Lulu G. Warlick.

A nurse-training school operated in connection with a well-equipped hospital which accommodates about 65 patients. It is owned and controlled by an independent board of trustees.

Attendance.—Total, 20; all colored young women.

Staff officers.—Total, 2; both colored women. In addition a large number of physicians constitute the consultation and attendance staff.

Organisation.—Nurses have a modern three-year course. This institution is open to women between the ages of 20 and 30 who have the equivalent of one year of high-school training.

Financial, 1913-14.—The income of the hospital and nurse-training school amounted to \$25,726, of which about \$17,955 was from patients, \$3,487 from donations, \$2,308 from endowment, and \$1,976 from other sources. Of the income, \$7,943 was expended for salaries, \$6,836 for provisions, and \$9,424 for sundries and other expenses.

Plant.—The plant, estimated value \$100,000, consists of a large city lot, a three-story brick building, and equipment valued at \$10,000. There is also an endowment of approximately \$50,000.

NEW YORK—NEW YORK.

LINCOLN HOSPITAL TRAINING SCHOOL FOR NURSES.

Superintendent: Mrs. Amelia A. Hall.¹

A well-managed school, maintained in connection with Lincoln Hospital and Home. The institutions are liberally supported.

The school was begun in 1899 as a part of the hospital and home. The hospital contains about 185 patients, almost all of whom are white. The home is occupied by about 180 aged colored people. The three departments are owned and managed by a board of capable trustees.

Attendance.—Total, 65; 11 nurses are on salaries and 54 in training. All but two are colored. Admission is by New York Board of Regents examination, requiring the equivalent of one year's work in a New York high school.

Staff officers.—The superintendent is white. The day supervisor and nurses in charge are colored. The staff physicians and hospital internes are all white.

Financial, 1913-14.—The income of the hospital amounted to \$147,009, of which \$63,140 was from donations, subscriptions and legacies, \$56,373 from the city of New York, \$14,280 from patients, and \$13,216 from other sources. The expenditures amounted to \$139,545, of which \$43,914 was for salaries and wages, \$42,002 for food supplies, \$24,659 for medical and other supplies, \$9,543 for repairs and renewals, \$4,045 interest on loans, and \$15,382 for other purposes.

Property: Estimated value, \$853,748. Of this \$494,121 is in land, building, and fixed equipment, \$261,391 in stocks and bonds, \$40,167 in movable equipment, \$33,600 in mortgage loans, \$13,335 in accounts receivable, and \$11,134 in cash and supplies on hand and other current assets.

Date of visit: June, 1915.

¹ White.

NEW YORK—MOUNT ST. VINCENT

COLORED ORPHAN ASYLUM.

Superintendent: Mason Pitman.¹

A well-endowed orphans' home established on the cottage system, with an excellent plant and a large force of workers. The children attend a public school maintained in the institution by the New York City Board of Education.

The association known as the Colored Orphan Asylum and Association for the Benefit of Colored Children was formed in 1836 and incorporated in 1838. The orphans' home was founded in Manhattan and recently moved to its present site. It is supported by endowment and by public allowances for children committed by the courts.

The Verbank Farm School is a branch of this institution located in Dutchess County. This has accommodations for 22 boys. There were 12 present on the date of visit. The boys spend 3 hours a day in school and the remainder of the day in practical farming.

Attendance.—Total, 252; male 157, female 95; below school age, 30; in school, 222.

Teachers and workers.—Total, 61; white 21, colored 40; male 11, female 50; grade teachers 9, executive workers 8, matrons 2, cottage mothers 7, nursery mothers 6, relief mothers 2, nurses 3, farm and garden 3, engineering department 4, laundresses 5, seamstresses 4, laborers 8.

Organization.—Orphans are admitted after investigation of their condition by officers of the institution. They are also committed by the county and city courts and commissioner of charities.

The older children live in cottages under the direction of cottage mothers. The smaller children are in the large nurseries under the nursery mothers. The rooms are clean and cheerful.

The 30 children under school age attend kindergarten. All the others are in elementary grades taught by teachers appointed and supervised by the New York City Board of Education. Manual training is taught in several of these grades. The play is supervised by "social secretaries," who also direct simple industrial activities, such as sewing, cooking, laundry and fancy work for the girls and gardening and manual training for the boys.

The system of placing out children is carefully organized. Visitors are engaged in extensive study of possible homes for the children and also in supervising those already placed.

Financial, 1913-14.—As far as could be determined from the printed annual report the more important items for the year were:

Income, excluding noneducational receipts.....	\$69,766
Expenditures, less noneducational receipts.....	75,563
Value of property.....	1,018,000

Sources of income: City of New York for "care and support" of children committed by the city, counties and towns, \$37,038; interest and dividends on investments, \$32,210; membership dues in association, \$422; donations, \$96. The noneducational receipts amounted to \$1,625, of which \$1,575 was from sale of farm produce and \$50 from other sales. Additional funds for special purposes amounted to \$3,719.

Items of expenditure: Salaries, wages and labor, \$23,261; provisions, \$17,964; deficit of previous year, \$14,407; fuel and light, \$6,959; clothing and bedding, \$4,405; educational, medical, and other supplies, \$3,264; repairs and renewals, \$2,968; forage and care of animals, \$1,468; printing, stationery, postage, and telephone, \$606; taxes and insurance, \$660; other expenses, \$1,226.

Property: The property consists of \$650,000 in endowment, \$358,000 in the plant, and \$10,000 in merchandise and supplies on hand.

Plant.—Land: Estimated value, \$80,000. The main site comprises 19 acres, while the farm, which is some distance away, comprises 140 acres.

Buildings: Estimated value, \$270,000. The main building is a large three-story brick structure. In addition there are six brick cottages on the main site and several houses and a barn on the farm.

Movable equipment: Estimated value, \$8,000. The equipment consists mainly of household and classroom furniture. There are also some farm implements and live stock.

¹ White.

Recommendation.—That cooperation with the Howard Orphanage be developed so that the children may be divided according to age and condition.

Date of visit: June, 1915.

NEW YORK—KING'S PARK.

HOWARD ORPHANAGE AND INDUSTRIAL SCHOOL.

Superintendent: J. H. N. Waring.¹

An orphan's home providing elementary and simple industrial training. It is maintained on the cottage plan.

The institution was founded in 1866. A board of managers was appointed and incorporated in 1868. The original location was in Brooklyn. In 1911 the institution was moved to its present site. It is supported by public appropriations for the care of children committed by New York courts and by donations. The grade teachers are appointed and paid by the New York City Board of Education.

Attendance.—Total, 261; male 138, female 123; all boarders.

Teachers and workers.—Total, 33; all colored; male 5, female 28; grade teachers 8, boys' industries 3, girls' industries 2, matrons and dormitory workers 12, boarding department workers 3, superintendent, clerk, music teacher, nurse, and farm manager.

Organisation.—The children are divided among the cottages under the personal supervision of a house mother. Not more than 30 persons live in a cottage. Children who are large enough assist in cooking, housekeeping, and laundering. Three domestic-science teachers give all their time to classes in cooking, laundry work, and sewing. The boys have manual training in wood, iron, painting, and shoe repairing. They also help on the farm.

The class work covers the regular eight elementary grades. The teachers are appointed and supervised by the New York City Board of Education.

Financial, 1914-15.—The more important items for the year were:

Income, excluding noneducational receipts	\$48,088
Expenditures, less noneducational receipts	46,882
Indebtedness	56,748
Value of plant	187,000

Sources of income: New York City and other towns and villages, \$34,199; membership fees, \$4,214; New York State, \$2,918; Suffolk and West Chester Counties, \$2,772; entertainments, \$1,833; donations, \$1,363; relatives and friends of inmates, for support, \$453; other sources, \$336. The noneducational receipts were from the farm and amounted to \$634. In addition to the income for current expenses about \$13,000 was raised during the year to pay off the floating indebtedness.

Items of expenditure: Wages and labor, \$12,444; provisions, \$9,036; farm and garden expenses, \$4,973; power, light, and heat, \$3,450; school supplies and equipment, \$3,065; interest on debt, \$2,560; clothing, \$2,451; office expenses, \$2,141; household furnishing and equipment, \$1,789; insurance and taxes, \$1,575; repairs and additions to buildings, \$2,002; traveling expenses, \$743; medical supplies, \$452; rent, \$220; other expenses, \$615.

Plant.—Land: Estimated value, \$100,000. The land comprises 572 acres, of which about 200 are under cultivation.

Buildings: Estimated value, \$77,000. There are nine 2-story frame cottages, three barns, and several small frame structures. The cottages are well built and neat in appearance. Each of the cottages accommodates about 30 and has a dining room and kitchen. Four of the cottages are used for boys, three for girls, and two for teachers. The buildings are well kept.

Movable equipment: Estimated value, \$10,000. A large amount of the equipment consists of household furniture. There is considerable farm equipment, but much of it is in bad condition and not used. The shop equipment is inadequate.

Recommendations.—1. That cooperation be developed between this institution and the Colored Orphans' Asylum at Mount St. Vincent, so that the orphans may be grouped according to age and development.

2. That theory and practice of gardening be made a part of the regular course and manual training taught with more educational emphasis.

Date of visit: May, 1915.

¹ Elected since date of visit.

PENNSYLVANIA—PHILADELPHIA.

THE ANTHONY BENEZET SCHOOL.

Principal: Miss Sarah J. Kennard.¹

A small school with a kindergarten and three primary grades. It is attended by children of the unfortunate classes living in the surrounding alleys and crowded streets.

Attendance.—Total, 50; enrollment, 83.

Teachers.—Total, 4; white principal and 3 colored assistants.

Organization.—The first four regular grades are well taught. In addition there is elementary paper cutting and basketry. Bathing facilities are furnished and lunches are sold to the children at 1 cent each.

Financial, 1913-14.—The institution has an endowment of \$50,000. The income, amounting to \$2,400, is derived from the endowment and from contributions raised by the Monthly Meeting of Friends at Fourth and Arch Streets, Philadelphia.

Plant.—Estimated value, \$20,000. The plant consists of one large brick building on a small alley lot. The rooms are spacious, but some are not well lighted. The schoolroom equipment is fairly good. There is one bathtub and some kitchen equipment.

Recommendation.—In view of the fact that the school is next door to an Episcopal social settlement and near another small Friends' school, it is recommended that the Friends' schools combine in doing social-settlement work.

FRIENDS' WESTERN DISTRICT ACADEMY.

Principal: Miss M. F. Hinton.¹

A small school with five primary grades doing some sewing and basketry work with a little instruction in shoemaking. The school is attended by children of the unfortunate classes living in the surrounding alleys and crowded streets.

Attendance.—Total, 112.

Teachers.—Total, 4; all colored. A shoemaker serves as part-time instructor.

Financial, 1913-14.—The institution has an endowment of \$100,000. The income, amounting to \$4,200, is derived from the endowment and from contributions raised by the Monthly Meeting of Friends on Twelfth Street, Philadelphia.

Plant.—Estimated value, \$15,000. It consists of one large brick building on a lot in the rear of a building used for other mission work by the Friends. The equipment includes good desks and bathing facilities.

Recommendation.—In view of the small attendance and proximity to another Friends' school it is recommended that the two institutions combine to do social-settlement work.

Date of visit: May, 1915.

FREDERICK DOUGLASS HOSPITAL NURSE-TRAINING SCHOOL.

Superintendent: Miss E. M. Browne.

A nurse-training school maintained in connection with the Frederick Douglass Hospital. It was founded in 1896 by the colored people of Philadelphia.

Attendance.—Fifteen nurses in training and 4 graduate nurses. High-school graduation is required for entrance. The course covers two years and three months.

Financial, 1913-14.—The total budget amounted to about \$15,000, of which \$10,000 was from the State and \$5,000 from donations.

Plant.—Estimated value, \$118,000. The plant consists of a city lot and a modern and well equipped building. There was an indebtedness of \$31,000 on the property.

Recommendation.—That the present support of the work be continued.

Date of visit: May, 1915.

MERCY HOSPITAL AND NURSE-TRAINING SCHOOL.

Head physician: A. B. Jackson.

A nurse-training school maintained in connection with a small hospital. Plans have been made to erect a new building and purchase a suburban site for convalescents.

Date of visit: May, 1915.

¹ White.

APPENDIX—CARDS USED IN THE STUDY.

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STUDENT'S CARD

- | | | |
|--|--------------------------------------|----------------------------|
| 1. School | Place | State |
| 2. Pupil | Age | Sex |
| 3. Home post office | State | |
| 4. Years in this school | In other schools | |
| 5. Class | Department | |
| 6. Trade | Hours per week in trade school | |
| 7. Days per week in day school | | |
| 8. Hours per week in night school | | |
| 9. Intended occupation | | |
| 10. Parents' or guardian's home: Owned | Farm | City |
| 11. Monthly expenses, \$ | Paid cash, \$ | Labor for school, \$ |
| 12. How and where are vacations spent? | | |

Student's card—Front

(OVER)

STUDENT'S DAILY PROGRAM

[illegible]

Student's card—Back

(OVER)

....., 191..

TEACHER'S CARD

(ALL FACTS GIVEN WILL BE TREATED AS STRICTLY CONFIDENTIAL)

1. School Place State
2. Teacher Race
3. Sex Marital condition

TEACHER'S DAILY PROGRAM

SUBJECT	Grade or Class	Periods per Week	Pupils in Class
.....
.....
.....
.....
.....
.....

Remarks:

.....

.....

Teacher's Card—Front

(Over)

TEACHER'S EDUCATION

SCHOOLS ATTENDED	YEARS	COURSES	
		Pursued	Completed
.....
.....
.....
.....
.....

PREVIOUS OCCUPATION OF TEACHER

HOW EMPLOYED	NAME OF EMPLOYER	DURING PERIOD
.....
.....
.....
.....
.....
.....

Teacher's Card—Back

(Over)

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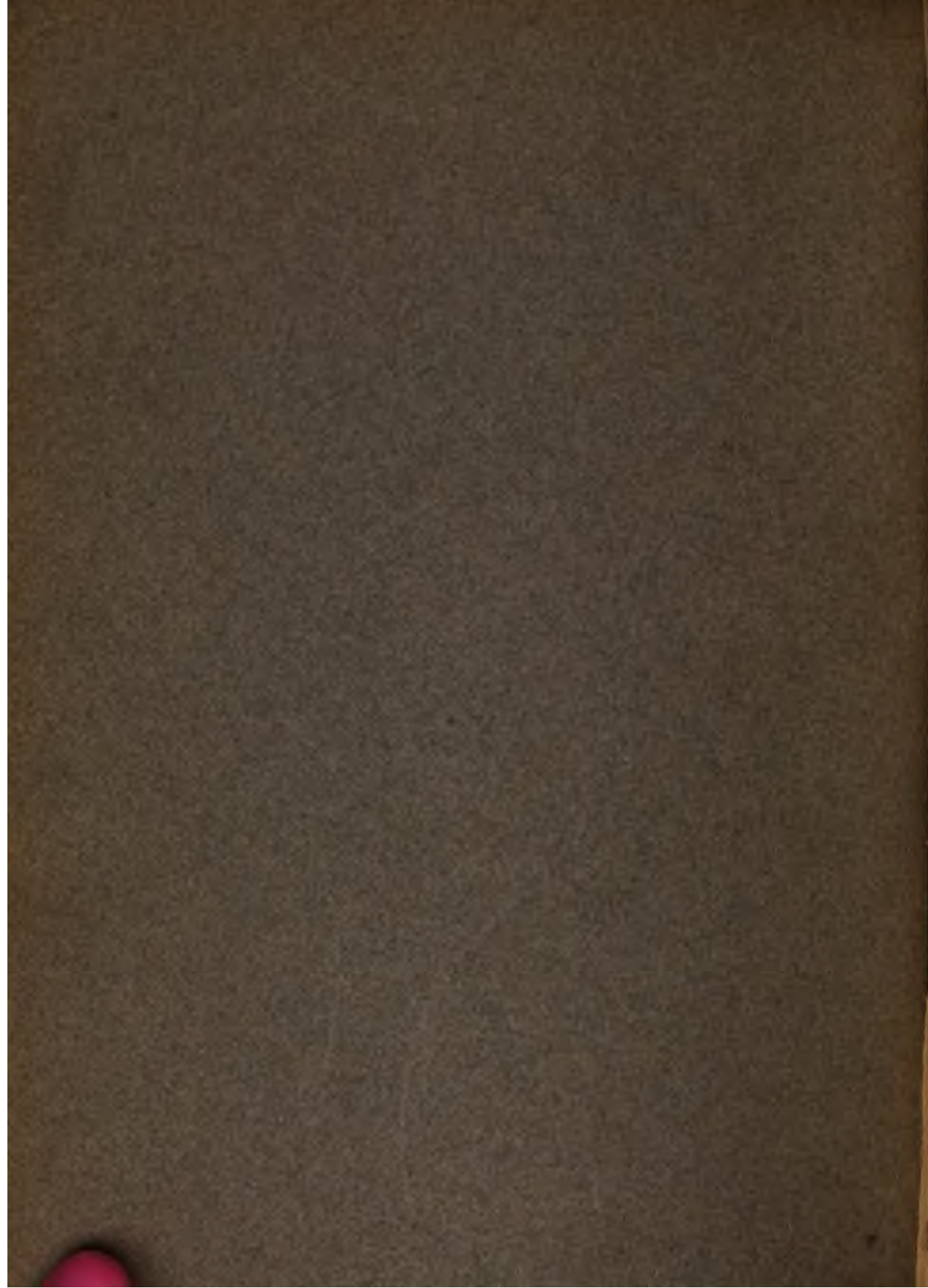
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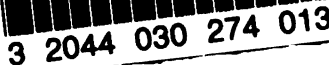
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